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ABSTRACT

This curriculum guide deals with planning and implementing a course in food production and service. Addressed in the course are the following topics: using basic food service processes; performing the tasks of a kitchen helper, stock clerk, baker's helper, pastry helper, cook's helper, pantry goods maker, short order cook, cook, dining room attendant, waiter/waitress, and cashier; and using employability skills. The guide consists of an introduction; a career ladder; a task listing; a list of tools and equipment; a bibliography; a sample student achievement record; and a series of task sheets, each of which includes duty and task statements, achievement indicators, evaluation criteria, a list of tools and equipment, a list of resources, suggested student activities, and a teaching outline. (MN)

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INTRODUCTION

This curriculum was developed through a grant awarded to the Agriculture and Natural Resources Education Institute (ANREI), College of Agriculture and Natural Resources, Michigan State University by the Vocational-Technical Education Service of the Michigan Department of Education (V-TES/MDE). While development of the curriculum was the responsibility of ANREI, every attempt was made to involve people representing education and industry. The final curriculum is representative of the tasks health care workers perform on the job.

The credit for this curriculum belongs to (1) the V-TES/MDE consultant responsible for the respective program area; (2) a task force leader hired to do the major writing; (3) a task force of individuals from business, industry, and education who reviewed task statements, achievement indicators, and criteria statements; (4) a task force of individuals from education who wrote additional curriculum materials and pilot tested a sampling of completed curriculum; and (5) the project coordinator from ANREI. The names of these people are identified after this introduction.

The following describes the role of each of those credited above in developing the curriculum.

1. The V-TES/MDE curriculum consultant provided overall guidance for the project. This responsibility included nominating the task force leader, the task force members and working with ANREI staff to determine the direction for the final curriculum.

2. The task force leader was responsible for all the writing activities. This person drew upon their professional expertise and other resources to develop the curriculum.

3. Two task forces composed of representatives of education, business and industry, assisted in writing, reviewing and pilot testing of the curriculum and suggested appropriate changes. The final curriculum is the result of the close cooperation between the task force leader and the members of the task force. The curriculum represents as accurately as possible the activities of health care workers on their jobs in the world of work.

4. The project coordinator in ANREI was responsible for developing the format of the curriculum, working with the task force leaders to ensure the quality of the curriculum, as well as that the final curriculum was produced on schedule. The work of the project coordinator was made considerably easier because of the close collaboration of the V-TES/MDE curriculum consultants. This whole effort was a partnership and could not have been completed without this arrangement.

Finally, the secretaries and other support staff who typed and proofread the final product are always neglected. Without their assistance this effort would never have been completed.

It is intended by all those involved in the development of this curriculum that it always be used to provide relevant training for entry to the world of work. It is hoped that this curriculum is used to that end.

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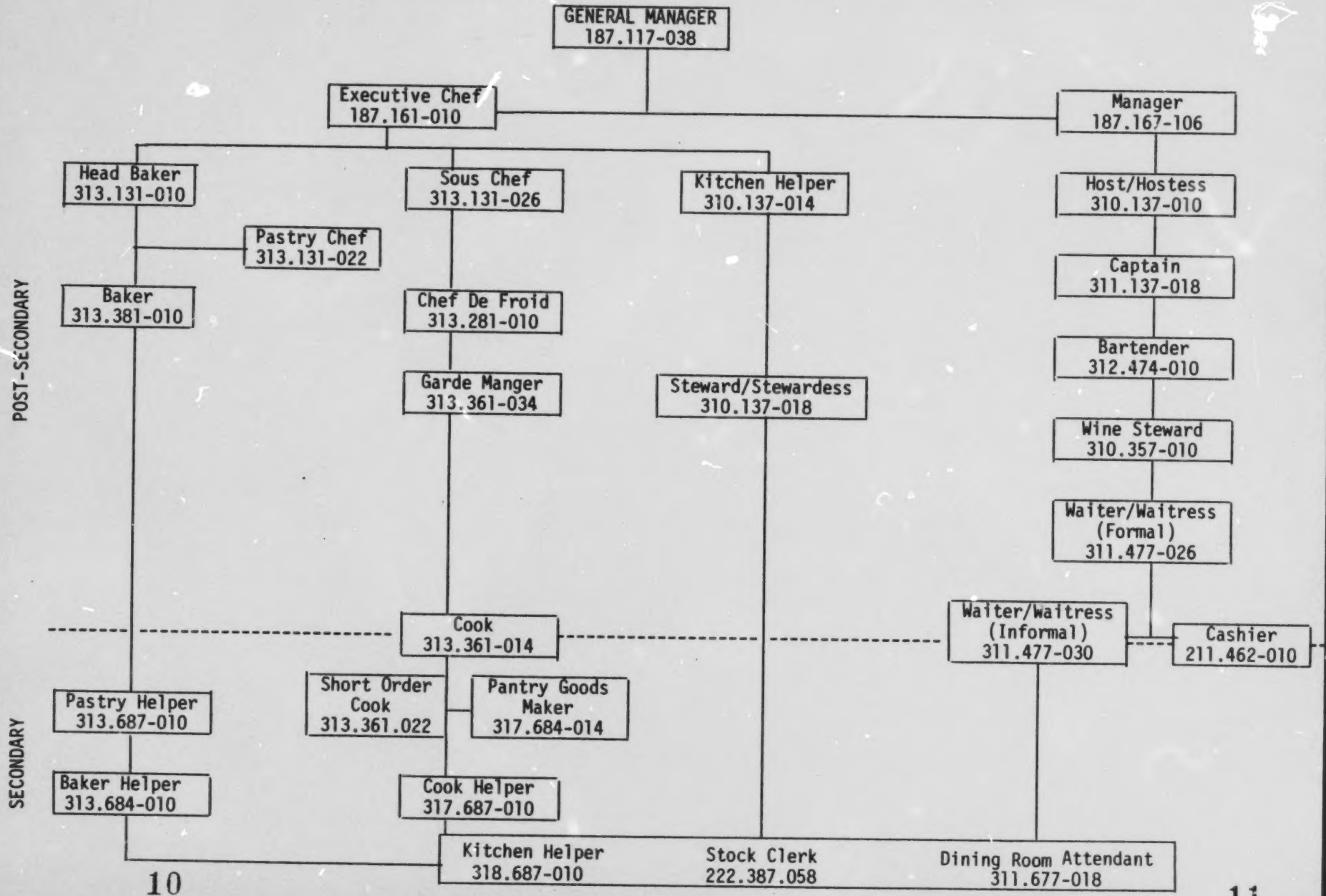
MODEL FOR ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY SCHOOLS



FOOD PRODUCTION AND SERVICE
DUTY AND TASK LISTING

A. USING BASIC FOOD SERVICE PROCEDURES

1. Display personal hygiene and grooming skills using knowledge of good hygiene standards and procedures to maintain a clean, healthful and properly dressed worker.

2. Perform work safety using proper procedures and attitudes to protect against injury.

3. Operate equipment using all equipment manuals and/or supervisor's directions to ensure proper and safe equipment operation.

4. Sharpen knives and other blades using available sharpening equipment to ensure sharp cutting edges.

5. Learn cooking terms using available resource materials to understand each recipe.

6. Convert recipes using a standardized recipe and the number of servings needed to meet production requirements.

7. Handle foods using all procedures, tool, equipment, and facilities necessary to prevent food-borne illnesses.

8. Plan menus using food availability records, nutrition information, budget parameters, and client type to provide an appropriate variety of food items.

9. Cost-out items using current food costs, standardized recipes and mark-up formulas to determine menu or selling prices.

B. PERFORMING TASKS OF KITCHEN HELPER

1. Clean/sanitize all food contact surfaces using all cleaning and sanitizing solutions, tools and equipment necessary to prepare surfaces for re-use.

2. Clean/sanitize any kitchen implement using a three (3) compartment sink and cleaning/sanitizing compounds needed to prepare implement for re-use.

3. Clean/sanitize dishes and implements using an automatic dish machine to provide dishes and implements for re-use.

C. PERFORMING TASKS OF STOCK CLERK

1. Receive supplies using purchase orders and specifications and all tools and equipment necessary to verify receipt of ordered supplies.

2. Issue supplies using appropriate forms to maintain the inventory records of the operation.

D. PERFORMING TASKS OF BAKER HELPER

1. Prepare quick breads using a standardized recipe, and all tools and equipment necessary to supply the establishment's needs.

2. Prepare yeast dough products using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

E. PERFORMING TASKS OF PASTRY HELPER

1. Prepare cookies using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

2. Prepare pie dough using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

3. Prepare pie fillings using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

4. Prepare finished pies using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

5. Prepare pastries using a standardized recipe, all tools, and equipment necessary to supply the establishment's needs.

6. Prepare fruit cobblers and crisps using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

7. Prepare puddings using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

8. Prepare cakes using a standardized recipe, all tools and equipment necessary to supply the establishment's needs.

F. PERFORMING TASKS OF COOK HELPER

1. Perform cutting operations using basic knives and cutting board to cut food items for preparation.

2. Weigh/measure foods using a standardized recipe and all tools and equipment necessary to supply exact recipe yields.

3. Cut fresh produce using appropriate production schedules, tools and equipment to supply the establishment's needs.

4. Prepare meats, seafoods, and poultry using all necessary tools and equipment necessary to supply the establishment's needs.

5. Portion foods using scales, measures, ladles, scoops, and other portion control devices to control amounts of food portions.

6. Bread/batter foods using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

G. PERFORMING TASKS OF PANTRY GOODS MAKER

1. Prepare salad dressings using standardized recipes, tools and equipment to supply the establishment's needs.

2. Prepare salads using salad charts, standardized recipes, tools and equipment necessary to supply the establishment's needs.

3. Garnish foods using serving plates, platters, pans, trays, mirrors, etc. for attractive visual presentation.

4. Prepare gelatin products using standardized recipes, tools and needed to supply the establishment's needs.

5. Set-up self-service food lines using all tools, equipment, and food supplies needed to facilitate efficient service.

H. PERFORMING TASKS OF SHORT ORDER COOK

1. Grill food items using a standardized recipe and all tools and equipment needed to supply the establishment's needs.

2. Deep fry food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

3. Prepare eggs using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

4. Prepare cold sandwiches using standardized recipes, tools and equipment needed to supply the establishment's needs.

I. PERFORMING TASKS OF COOK

1. Prepare basic stocks using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

2. Prepare soups using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

3. Prepare sauces/gravies using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

4. Roast food items using a standardized recipe and all tools and equipment needed to supply the establishment's needs.

5. Braise food items using a standardized recipe and all tools and equipment needed to supply the establishment's needs.

6. Broil food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

7. Saute food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

I. PREPARING TASKS OF COOK (con't)

8. Prepare stews using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

9. Poach food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

10. Steam food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

11. Prepare starchy food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

J. PERFORMING TASKS OF DINING ROOM ATTENDANT

1. Supply the service station using all necessary tools, equipment, and food supplies to ensure service area readiness.

2. Set standard meal covers using all flatware, dishware and other appointments needed for guest service.

3. Clear the table using appropriate equipment, tools, and techniques to maintain rapid guest turnover and an appropriate environment.

K. PERFORMING TASKS OF WAITER/WAITRESS

1. Greet/seat guests using all courtesies, menus, and seating charts necessary to provide for the guest's comfort.

2. Write the guest's order using a guest check, knowledge of the menu and any suggestive selling techniques necessary to obtain the guest's order.

3. Carry a loaded tray using the proper techniques, food items, tools and equipment needed to serve the guest's order.

4. Prepare beverages using all necessary containers, tools and equipment to complete guest's order.

5. Prepare ice cream items using a standardized recipe and all tools and equipment to complete guest's order.

6. Present the guest check using the completed check and a polite manner to initiate guest payment.

7. Handle guest concerns promptly using a polite manner to insure the guest's satisfaction.

L. PERFORMING TASKS OF CASHIER

1. Operate the cash register/sales terminal using guest check and necessary equipment to complete the sales transaction.

M. USING EMPLOYABILITY SKILLS

1. Investigate employment information using sources of employment information to identify employment opportunities.

2. Identify job requirements using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

3. Acquire wage benefit information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

4. Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

5. Explore employment opportunities using available resources to describe local, regional, and national employment opportunities for an occupation.

6. Analyze career ladder using available resources to describe job progression in an occupation.

7. Identify personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternatives.

8. Prepare a resume using personal information to apply for a job according to a situation where a job application is necessary.

9. Write a letter of application using personal notes to apply/inquire about a job.

10. Complete a job application using personal notes to apply for a job.

11. Demonstrate appropriate dress using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

12. Complete a job interview using communication and interpersonal skills to become employed.

13. Describe personal criteria using references to identify acceptable job offers.

14. Demonstrate interpersonal skills to achieve successful relationships with others.

15. Identify source of continuing education for an occupation using available resources to identify career ladder alternatives.

16. Describe job termination procedures using a knowledge of the occupational area to leave a particular job.

BASIC FOOD SERVICE PROCEDURES

DUTY: Using Basic Food Service Procedures	DUTY No. A
	TASK No. 1

TASK: Display personal hygiene and grooming skills using knowledge of good hygiene standards and procedures to maintain a clean, healthful and properly dressed worker.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the good grooming checklist from supervisor -	____	____
2. Assessed his/her appearance against the checklist and answered yes to the following:		
a. Bathed or showered today -	____	____
b. Used a deoderant -	____	____
c. Used a mouthwash after brushing teeth -	____	____
d. Kept make-up, perfume/colognes, and jewelry to a mimimum -	____	____
e. Kept hair clean and securely off the neck and face -	____	____
f. Kept hands and nails clean and well groomed -	____	____
g. Kept uniform clean, pressed and in good repair -	____	____
h. Kept posture good at all times -	____	____
i. Had shoes that were clean with non-slip soles, low heels and closed-toes for safety -	____	____
j. Had general good health and maintained it by regular visits to the dentist and doctor -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's grooming standards and Health Department regulations.

TOOLS AND EQUIPMENT:

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.

Culinary Institute of America: The Professional Chef.

Ray and Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER A1

Student Learning Activities	Teacher Activities
Exercise a. Complete a check list of personal grooming habits. Identify areas for self-improvement. b. Prepare an individual improvement plan for yourself. Choose an area of your personal grooming which you would like to improve. State your objectives and write a plan of action for accomplishment.	Review Personal cleanliness is the first step in being successful in any food service work. Overview Identify various components of personal hygiene, i.e. clean hair, nails, clothing, etc. Tell what is to be taught and why it it important. Presentation a. Lead a class discussion on the effects of good and bad grooming habits in food service. b. Organize a skit with class members depicting the effects of grooming habits on getting and keeping a food service job. c. Role-play various food service grooming situations using students' personal experiences, i.e. hair in food, dirty hands, dirty nails, waitress with a cold, etc. Allow students to express personal feelings. d. Show film, "The Personal Side" (MRA). e. Show film, "Personal Grooming and Hygiene" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary The first step in getting a food service job is having a clean, well cared for body. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures	DUTY No. A
	TASK No. 2

TASK: Perform work safety using proper procedures and attitudes to protect against injury.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Reviewed the supervisor's safety rules -	____	____
2. Reviewed any materials on hand from Michigan Occupational Health and Safety Act (MOISHA) or other agencies regarding safety in a food service lab -	____	____
3. Checked his/her work continually to make sure these basic safety tips were followed:		
a. Cleaned up spills immediately -	____	____
b. Checked for articles out of place on the floor; wet signs -	____	____
c. Passed others on the right side, called out "beside you, behind you" or similar phrase to alert others -	____	____
d. Looked for obstacles before pushing doors open or rounding corners -	____	____
e. Knew the location and use of fire exits, weather stations, fire extinguishers, and overhead fire protection -	____	____
f. Reported any faulty equipment immediately -	____	____
g. Knew where the first aid kit was and how to apply minor first aid for cuts, burns and shock -	____	____
h. Was careful in the carrying and pouring of hot liquids (use a splash guard saucer when pouring hot beverages for guests) -	____	____
i. Informed other workers when carrying or preparing hot items -	____	____
j. Handled hot containers with dry hot pads -	____	____
k. Discarded all cracked or chipped glassware and china -	____	____
l. Swept up broken dishware immediately and disposed in proper containers -	____	____
m. Emptied cigarette ashes into metal containers only -	____	____
n. Had dry hands and dry work area when using electrical tools -	____	____
o. Handled knives correctly and safely -- including use of non-skid cutting boards -	____	____
p. Dressed carefully to eliminate dangling sleeves, ties or other burnable or tangly articles from uniform -	____	____
q. Lifted heavy items using leg muscles, not the back (got help from others, or carts, when load was beyond his/her strength) -	____	____
r. Did not wear jewelry that could fall into guest's food -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's safety rules and/or MOISHA standards.

TOOLS AND EQUIPMENT:

Mop, mop bucket, broom, trash container, hot pads, first aid kit, fire extinguisher

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Culinary Institute of America: The Professional Chef.
Ray and Dondi: Professional Cooking and Baking.
Kahrl: Food Service Sanitation/Safety.

DUTY/TASK NUMBER A2

Student Learning Activities	Teacher Activities
Exercise a. Become familiar with safety rules in the establishment by role playing how accidents can happen. b. Study a drawing of a food service operation and pick out safety violations. c. Observe working conditions in local restaurants. Spot safety violations and discuss them with class members.	Review Safety is a responsibility every food service worker should assume. Overview Identify general safety rules for the kitchen and dining room. Presentation a. Show film strip or movie on safety in the kitchen. b. Lead a discussion on safety procedures in the establishment. c. Give a "weekly safety award" to the student who displays active awareness of safety rules. or d. Assign one student per week to the role of Safety Chairperson. It will be that person's job to report accidents and unsafe working conditions. e. Arrange unsafe lab conditions and have students look for them. Use Caution! f. Show film, "Accidents Don't Happen" (MRA). g. Show film, "Work Smart, Stay Safe" (MRA). Exercise Have students practice the skill they have learned. See student learning activities. Summary Kitchen safety is simply common sense in action. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures

DUTY No. A

TASK No. 3

TASK: Operate equipment using all equipment manuals and/or supervisor's directions to ensure proper and safe equipment operation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Before using any equipment for the first time reviewed the operation manual or printed directions -	____	____
2. Followed all safety rules which applied to operation equipment -	____	____
3. Checked to see that the equipment had all pieces securely in place according to manual directions before use -	____	____
4. Operated the machine or piece of equipment according to suggested manual method with all safety guards in position during use -	____	____
5. Disconnected the equipment from its power source at the completion of its use -	____	____
6. Disassembled equipment -	____	____
7. Cleaned and sanitized equipment -	____	____
8. Returned all portable equipment to its storage area when not in use -	____	____

NOTE: Particular attention must be paid to the safe operation of a machine slicer. This is one of the most dangerous pieces of equipment in the establishment and may require a special waiver for a minor student to operate.

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to equipment manual specifications and/or supervisor's directions.

TOOLS AND EQUIPMENT:

All equipment in food service lab.

RESOURCES:

Operator's manual supplied by various equipment manufacturers.

DUTY/TASK NUMBER A3

Student Learning Activities	Teacher Activities
Exercise a. Read information sheets on food service equipment. b. List and explain the use of various equipment found in the different areas of the kitchen, i.e. bake shop, pantry, hot foods unit, dishwashing, etc. c. Observe demonstrations and complete outline. d. Practice each piece of equipment first as a team, then individually. e. Complete cleaning check list for each piece of large equipment. Tell how to clean hand tools.	Review Tools and equipment make the employee's job easier and more efficient. Overview Identify, clean and operate both hand and large kitchen equipment. Presentation a. Discuss why it is necessary to become familiar with tools and equipment. b. Provide picture handouts of hand tools and large equipment. Discuss what each does. c. Demonstrate each item. Provide students with an equipment outline to fill out during the demonstration including name of equipment, directions for operating safety precautions, cleaning, etc. d. Provide care, usage, and cleaning manuals for large equipment. e. Award achievement certificates to each student after demonstration of knowledge. f. Show film, "Care and Cleaning of Kitchen Equipment" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Every food service employee should have a working knowledge of all tools and equipment used in the establishment. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures

DUTY No. A

TASK No. 4

TASK: Sharpen knives and other blades using available sharpening equipment to ensure sharp cutting edges.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected knives to be sharpened -	____	____
2. Collected all tools and equipment for the knife sharpening process -	____	____
3. Followed all safety rules which apply to handling knives -	____	____
4. Followed the procedure stated in the operator's manual for sharpening blades of machines or tools -	____	____
5. Followed the technique recommended by supervisor when a butcher's steel is used to hone knives -	____	____
6. Inspected sharpened blade for evenly honed edges -	____	____
7. Inspected sharpened blades to ensure removal of all burrs and metal shavings -	____	____
8. Returned all equipment to designated areas -	____	____
9. Returned all sharpened knives to their area of use or storage -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to knife sharpening guides or supervisor's directions.

TOOLS AND EQUIPMENT:
Assorted knives, blades from machines, i.e. slicer, blade from hand tools, i.e. grill scrapper.

RESOURCES:
Culinary Institute of America: The Professional Chef's Knife.

DUTY/TASK NUMBER A4

Student Learning Activities	Teacher Activities
Exercise a. Observe sharpening demonstrations. Complete an outline form which tells the steps to follow. b. Practice gripping and using the sharpening steel. c. Practice using the sharpening techniques on various knives. d. Demonstrate knowledge of storing and handling sharp knives.	Review Keeping cutting tools sharp makes the job easier and safer. Overview Sharpen cutting blades using various methods such as sharpening steel, stone, electric sharpener, etc. Presentation a. Demonstrate how to use a sharpening stone. b. Demonstrate the use of the butcher's steel and its relationship to the sharpness of knives. Demonstrate the results of a product being prepared using a dull knife vs. a sharp knife. c. Discuss the care of sharp knives and safety procedures to follow. Exercise Have students practice the skill they have learned. See student learning activities. Summary Caring for cutting tools indicates a responsible and professional attitude. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures

DUTY No. A

TASK No. 5

TASK: Learn cooking terms using available resource materials to understand each recipe.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained a list of frequently used cooking terms from the supervisor -	____	____
2. Learned the meaning and application of those terms -	____	____
3. Interpreted recipe directions using these terms during food preparation -	____	____
4. Determined definition for unfamiliar terms using textbooks, cookbooks, and other resources before proceeding with the recipe -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's judgement.

TOOLS AND EQUIPMENT:

RESOURCES:

Culinary Institute of America: The Professional Chef.

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.

Kaplan: Elements of Food Production and Baking.

Ray & Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER A5

Student Learning Activities	Teacher Activities
Exercise a. Read and study list of terms. Familiarize yourself with appropriate times to use the terms. b. Choose a recipe from a file or cookbook. Circle all cooking terms. At the bottom of the sheet write the definitions of those terms. c. Complete a hand-out of selected cooking terms by deciding which hand tools or large equipment would be used to get the job done, i.e. grate carrots-box grater; score meat-French knife.	Review Knowledge of cooking terms is necessary in understanding recipe. Overview Learn cooking terms to identify techniques of food preparation. Presentation a. Provide handouts of cooking terms and definitions. Divide terms into catagories such as baking, moist heat, dry heat, etc. b. Divide class into small teams. Use terminology crossword puzzles. (Texas-Tech Institute, Foods Service Employee Manual.) c. Choose a tool or item of equipment. Have students list all the terms that can be done with that item, i.e. French knife: cut, chop, slice, dice, etc.; Oven: roast, bake, braise, stew, etc. d. Hold a "cooking team bee" much as a spelling bee. Provide students with the definitions and let each one give the correct answer. Discuss with the class the appropriate equipment that each method of food preparation needs. Exercise Have students practice the skill they have learned. See student learning activities. Summary Understanding cooking terms makes reading and implementing of recipes possible. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures

DUTY No. A

TASK No. 6

TASK: Convert recipes using a standardized recipe and the number of servings needed to meet production requirements.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained a copy of the standardized recipe to be used -	____	____
2. Determined the number of servings needed -	____	____
3. Determined whether the recipe ingredients will need to be multiplied (increased) or divided (decreased) according to the yield stated on recipe and the number of servings needed -	____	____
4. Converted each recipe ingredient to the larger or smaller degree using standard measures or weight -	____	____
5. Double checked each converted recipe ingredient for correct math -	____	____
6. Wrote the converted recipe ingredient measurements on form provided by supervisor -	____	____
7. Noted the new yield on recipe form -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the recipe conversion formula and/or supervisor's directions.

TOOLS AND EQUIPMENT:

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.

Ray and Dondi: Professional Cooking and Baking.

Crawford and McDowell: Math Workbook: Food Service/Lodging.

Haines: Math Principles for Food Service Occupations.

DUTY/TASK NUMBER A6

Student Learning Activities	Teacher Activities
Exercise a. Memorize equivalents and abbreviations using the teacher hand-out as a guide. b. Pass the equivalent quiz with 100%. c. Calculate sample recipes by increasing and decreasing the yield. d. Practice converting recipes. Develop speed and confidence.	Review Recipes may need to be made larger or smaller depending upon the number of guests to be served. Overview Adjust ingredient amounts to meet the necessary yield of the recipe using math computations. Presentation a. Supply an equivalent and abbreviation sheet for students to study. Discuss units of measure and how they are related. b. Schedule daily quizes to check learning of equivalents and abbreviations, i.e. 16 oz. = 1 lb.; 2 C. = 1 pt. c. Provide a study sheet showing how math computations are used in converting recipes. Use sample recipes both increasing and decreasing the yield. d. Divide class into small groups. Provide recipes for practice in increasing and decreasing yield. Check math computations. e. Show film, "Using Standardized Recipes" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Skill in recipe conversion makes a necessary competency that will be used frequently in the food service industry. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures	**DUTY No.** A
	TASK No. 7

TASK: Handle foods using all procedures, tools, equipment, and facilities necessary to prevent food-borne illnesses.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Identified the causes and effects of food-borne illnesses, i.e. staphylococcus, salmonellosis, streptococcus, clostridium, botulism -	____	____
2. Followed Health Department regulations to prevent food-borne illnesses such as:		
a. Kept hot food 140° or higher, cold foods 40° F or lower -	____	____
b. Covered foods with lid or other approved material -	____	____
c. Thawed foods in refrigerator or under running water -	____	____
d. Cooked meats and poultry to safe internal temperature -	____	____
e. Refrigerated all perishable foods promptly -	____	____
f. Reheated foods to 160° F -	____	____
g. Followed Health Department regulations concerning refrigeration or cooked foods -	____	____
h. Used sanitary equipment and utensils during all stages of preparation and service -	____	____
i. Practiced good personal hygiene -	____	____
j. Protected food displayed from air-borne contamination -	____	____

NOTE: This list is not all-inclusive. Consult your local Health Department for current regulations.

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and Health Department regulations.

TOOLS AND EQUIPMENT:
Heated table, cold table, salad bar, sneeze guards, lids, refrigerators, ovens, thermometers.

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Border: Food Safety and Sanitation.
Richardson: Sanitation for Food Service Workers.
Kahrl: Food Service Sanitation/Safety.

DUTY/TASK NUMBER A7

Student Learning Activities	Teacher Activities
Exercise a. Read articles on sanitation and food-borne illnesses in food service publications. Make a written report. b. Participate in group discussion on food-borne illnesses. c. Become familiar with food handling practices as per teacher handout. d. Report any unusual or suspicious foods or situations to the manager.	Review Keeping food safe prevents waste and possible illness. Overview Learn food-borne illnesses and their causes and effects; storage of cooked and uncooked foods; temperature controls; and displaying foods safely. Presentation a. Explain need for following sanitary procedures in a food service facility. b. Examine food-borne illnesses and their causes. c. Show a film on safe foods handling. d. Provide handouts on temperature controls and guidelines in handling, serving and storing foods. e. Have a guest speaker from the Health Department discuss food handling practices. f. View film, "Flies, Food and Filth - Part I, Part II". g. View film, "The Freeloaders" and "It Can Happen Here" (MRA). Exercise Have students practice the skill they have learned. See student learning activities. Summary Sanitary food handling protects the health of food service employers and those they serve. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures	**DUTY No.** A
	TASK No. 8

TASK: Plan menus using food availability records, nutrition information, budget parameters, and client type to provide an appropriate variety of food items.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Used food records to determine food item availability -	____	____
2. Determined menu items which can be prepared in the establishment: 1) equipment; 2) time; 3) personnel; 4) food ingredients; 5) cost parameters, etc. -	____	____
3. Selected menu items guests will likely order -	____	____
4. Selected menu items which can incorporate left-overs, on-hand stock, or available seasonal foods -	____	____
5. Selected a variety of menu items which show good contrast in size, texture, various preparation techniques, and prices -	____	____
6. Wrote the menu in the format chosen by the establishment. (Most menus: present the foods in the order in which they are eaten; arranges to show "specials" or entrees in a prominent menu area, near the end of the menu, avoids listing condiments or garnishes unless they are unique, capitalizes all words except descriptive material, articles, or prepositions, prints the menu in a way to give guests rapid understanding of menu offerings.) -	____	____
7. Had the menu approved by the supervisor -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and/or establishment's standard menu format.

TOOLS AND EQUIPMENT:

RESOURCES:

Culinary Institute of America: The Professional Chef.
Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Wenzel: Wenzel's Menu Maker.

DUTY/TASK NUMBER A8

Student Learning Activities	Teacher Activities
Exercise a. Review restaurant menus for good and bad features. b. Plan a menu for the food service establishment using menu principles as a guide. c. Create a breakfast, luncheon, and/or dinner menu for your own restaurant. (You're the head chef.) Plan foods that compliment each other in taste, appearance, etc. Be creative.	Review The menu is the basic planning tool for the establishment. Overview Plan quality menus using menu planning principles, budget parameters, past records and nutrition information. Presentation a. Provide a hand-out on the principles of menu planning. Discuss how each one is important to the over-all plan. b. Obtain menus from various restaurants and critique them using the menu principles as basis for discussion. c. Discuss menu structure and form. d. Discuss and choose the menu to be used in the establishment. Exercise Have students practice the skill they have learned. See student learning activities. Summary The menu is the core around which everything in the restaurant revolves. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Basic Food Service Procedures	**DUTY No.** A
	TASK No. 9

TASK: Cost-out food items using current food costs, standardized recipes and mark-up formulas to determine menu or selling prices.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Obtained current prices from supervisor -	____	____
2. Costed out the ingredients for each food item -	____	____
3. Determined portion size for each food item -	____	____
4. Calculated the unit price for each food item -	____	____
5. Used the establishment's formula to add on overhead and profit margins to calculate the menu or selling price -	____	____
6. Recalculated unit costs of each food item as market price changes -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's formula for menu pricing.

TOOLS AND EQUIPMENT:

RESOURCES:

Miller: Menu Pricing and Strategy.
Crawford and McDowell: Math Workbook - Food Service/ Lodging.

DUTY/TASK NUMBER A9

Student Learning Activities	Teacher Activities
Exercise a. Study hand-outs to determine steps to follow in costing-out food items. b. Work as a class to cost-out one recipe. Check to be sure all steps are followed. c. Practice costing-out recipes provided by the teacher using the standard cost forms.	Review Food costs are determined once the menu has been written. Overview Learn how to cost out menu items to develop awareness of cost and cost control in food preparation. Presentation a. Provide students with standard cost forms. Use background information from The Professional Chef to show steps in calculating cost. Walk through each step. b. Hand-out steps to follow in costing a recipe. c. Provide students with current food prices and recipes to cost-out. Exercise Have students practice the skill they have learned. See student learning activities. Summary Costing-out recipes is the first step in successfully pricing the items on a menu. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

KITCHEN HELPER
318.687-010

Performs any combination of the following duties to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition: Sweeps and mops floors. Washes worktables, walls, refrigerators, and meat blocks. Segregates and removes trash and garbage and places it in designated containers. Steam-cleans or hoses-out garbage cans. Sorts bottles, and breaks disposable ones in bottle-crushing machine. Washes pots, pans, and trays by hand. Scrapes food from dirty dishes and washes them by hand or places them in racks or on conveyor to dishwashing machine. Polishes silver, using burnishing-machine tumbler, chemical dip, buffing wheel, and hand cloth. Holds inverted glasses over revolving brushes to clean inside surfaces. Transfers supplies and equipment between storage and work areas by hand or by use of handtruck. Sets up banquet tables. Washes and peels vegetables, using knife or peeling machine. May be known according to task performed as DISHWASHER, HAND (hotel & rest.); DISHWASHER, MACHINE (hotel & rest.); GARBAGE PORTER (hotel & rest.); POT-WASHER (hotel & rest.); SILVERWARE WASHER (hotel & rest.).

DUTY: Performing Tasks of Kitchen Helper	**DUTY No.** B
	TASK No. 1

TASK: Clean/sanitize all food contact surfaces using all cleaning and sanitizing solutions, tools and equipment necessary to prepare surfaces for re-use.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Checked cleaning schedule or with supervisor to determine which surfaces needed cleaning -	____	____
2. Assembled tools and equipment necessary for the cleaning task -	____	____
3. Followed all task related safety and sanitation requirements -	____	____
4. Operated any equipment used in surface cleaning according to the equipment manual -	____	____
5. Cleaned all tools or equipment used for the task -	____	
6. Returned all tools or equipment used for the task to their proper storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and Department of Health regulations.

TOOLS AND EQUIPMENT:

Mop, mop bucket, spray bottles, wiping cloths.

RESOURCES:

Border: Food Safety and Sanitation.
Richardson: Sanitation for Food Service Workers.
Kahrl: Food Service Sanitation/Safety.

DUTY/TASK NUMBER B1

Student Learning Activities	Teacher Activities
Exercise a. Study equipment manuals to become familiar with cleaning each item. b. Prepare a cleaning schedule for your facility, showing daily, weekly and occasional cleanings. c. Write a paper on the statement: "sanitation is a way of life".	Review The public will no longer forgive the food service establishment that neglects its cleaning and sanitizing responsibilities. Overview Learn cleaning and sanitizing procedures to prevent disease, prevent food poisoning and prevent food spoilage. Presentation a. Show film strip on sanitation procedures. b. Discuss the procedures for cleaning and sanitizing equipment and surface in the lab. List specific duties for cleaning personnel. c. Provide a sample cleaning schedule showing equipment to be cleaned on a daily, weekly and occasional basis. d. Show a film which demonstrates both sanitary and unsanitary methods of handling food and utensils. e. Show films: "Sanitation: Why all the Fuss?", "Sanitation: Rules Make Sense", and "Dining Room Sanitation" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Clean and sanitary conditions are of utmost importance to any food service establishment. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Kitchen Helper	**DUTY No.** B
	TASK No. 2

TASK: Clean/sanitize any kitchen implement using a three (3) compartment sink and cleaning/sanitizing compounds needed to prepare implement for re-use.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Set-up work station with all the necessary cleaning/sanitizing compounds, brushes and other implements needed -	____	____
2. Followed all task related safety and sanitation requirements -	____	____
3. Filled three (3) compartment sinks as follows:		
a. First sink - hot water and detergent compound -	____	____
b. Second sink - hot water -	____	____
c. Third sink - hot water and sanitizing compound -	____	____
4. Scraped, rinsed and pre-soaked items to be washed -	____	____
5. Washed, rinsed and sanitized implements -	____	____
6. Air dried all implements -	____	____
7. Returned all dried implements to their proper area -	____	____
8. Kept floor mopped of any excess water -	____	____
9. Cleaned work station -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and Health Department regulations.

TOOLS AND EQUIPMENT:

3-Compartment sink, garbage disposal, pot racks, pot brushes.

RESOURCES:

Richardson: Sanitation for Food Service Workers.
Equipment Manufacturers Operators Manuals.

DUTY/TASK NUMBER B2

Student Learning Activities	Teacher Activities
Exercise a. Set-up work station as per teacher demonstration. b. Know safety and sanitation procedures and codes.	Review Using a three compartment sink is another procedure in the washing of kitchen tools and implements. Overview Learn the procedure for washing kitchen implements using the three compartment sink. Presentation a. Demonstrate the procedure for using the three compartment sink. Explain cleaning and sanitizing compounds used. b. Discuss safety and sanitation procedures involved. c. Show film, "Handwashing of Kitchen Utensils and Glassware" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Knowledge of proper procedures for washing dishes and equipment increase employability in food service. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Kitchen Helper	**DUTY No.** B
	TASK No. 3

TASK: Clean/sanitize dishes and implements using an automatic dish machine to provide dishes and implements for re-use.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Set-up dish machine following manufacturer's and supervisor's instructions - checked gauges for proper temperatures and detergent/rinse agent levels -	____	____
2. Sorted and stacked dishes in like piles -	____	____
3. Pre-soaked silverware -	____	____
4. Scraped and rinsed loose material from dishes -	____	____
5. Loaded dishracks to prevent breakage -	____	____
6. Operated dish machine according to manufacturers specifications -	____	____
7. Followed all task-related safety and sanitation requirements -	____	____
8. Unloaded and stored clean dishes -	____	____
9. Cleaned and closed down work station -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions, manufacturer's specifications and Health Department regulations.

TOOLS AND EQUIPMENT:
Automatic dish machine, garbage disposal, hand sink, clean dish storage, carts or cabinets, exhaust hood, water temperature booster.

RESOURCES:
Richardson: Sanitation for Food Service Workers.
Equipment manufacturer's operators manuals.

DUTY/TASK NUMBER B3

Student Learning Activities	Teacher Activities
Exercise a. Practice procedures given in the demonstration for the dishwashing operation. b. Follow safety and sanitation codes and regulations.	Review Dishwasher both cleans and sanitizes dishes and utensils. Overview Learn the procedures for washing dishes and implements using the dish machine. Presentation a. Demonstrate the procedures for setting-up the dish machine. b. Show how to sort, stack and pre-soak dishes and flatware. c. Discuss safety and sanitation regulations including the Department of Health Codes. d. Show film on dishwashing procedures. e. Show film "Dish Machine Operator" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Dishwashing is an entry-level skill in food service occupations. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

STOCK CLERK
222.387-058

Receives, stores, and issues equipment, material supplies, merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard: Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices. Examines stock to verify conformance to specifications. Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material. Fills orders or issues supplies from stock. Prepares periodic, special, or perpetual inventory of stock. Requisitions articles to fill incoming orders. Compiles reports on use of stock handling equipment, adjustments of inventory counts and stock records, spoilage of or damage to stock, location changes, and refusal of shipments. May mark identifying codes, figures, or letters on articles. May distribute stock among production workers, keeping records of material issued. May make adjustments or repairs to articles carried in stock. May determine methods of storage, identification, and stock location, considering temperature, humidity, height and weight limits, turnover, floor loading capacities, and required space. May cut stock in size to fill order. May move or transport material or supplies to other departments, using hand or industrial truck. May be designated according to material, equipment, or product stored as CAMERA-STOREROOM CLERK (motion pic.); OIL-HOUSE ATTENDANT (clerical); WIRE STOCKKEEPER (wirework); or work location as WINE-CELLAR STOCK CLERK (hotel & rest.); or stage in manufacture of material or goods as FINISHED-GOODS STOCK CLERK (clerical); or container in which goods are stored as DRUM-STOCK CLERK (clerical).

DUTY: Performing Tasks of Stock Clerk	DUTY No. C
	TASK No. 1

TASK: Receive supplies using purchase orders and specifications and all tools and equipment necessary to verify receipt of ordered supplies.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Had purchasing records and a set of scales ready when supplies were due in -	____	____
2. Checked all in-coming items to ensure receiving exactly what has been ordered, by comparing the purchase order against the invoice -	____	____
3. Checked incoming stock for:		
a. Counts of food items as ordered -	____	____
b. Weight of food items are ordered -	____	____
c. Freshness of food items as ordered -	____	____
d. Proper storage during shipping - no damage -	____	____
e. Quality of food items as compared to purchase specifications	____	____
f. Price of food items was the same as purchase price on the original order -	____	____
4. Reported all shortages, out-of-stocks, damaged goods, or other discrepancies to supervisor before signing for the delivery -	____	____
5. Placed all perishable foods in refrigerator or freezer immediately -	____	____
6. Rotated stock as it is placed in storage, i.e. FIFO - first in first out -	____	____
7. Followed any safety and sanitation regulations (especially concerning lifting and storing of chemicals away from food) -	____	____
8. Maintained storage areas in a neat and orderly manner -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:	RESOURCES:
Scales, shelving, hand truck or cart, refrigerator.	

DUTY/TASK NUMBER C1

Student Learning Activities	Teacher Activities
Exercise a. Practice filling out receiving forms used by the establishment. b. Become familiar with where stock is to be stored after check-in. c. Know how and why stock is rotated.	Review Buying quality merchandise will be of no value unless the receiving clerk makes sure the right merchandise has arrived with the right quality and quantity. Overview Follow standard procedures for receiving food and supplies using appropriate records and equipment. Presentation a. Discuss tasks generally performed by the receiving clerk in food service establishments. b. Hand out forms used in receiving food and supplies. c. Demonstrate methods of receiving goods using items such as duplicate invoices, purchase orders and clip boards. d. Show how to check incoming stocks in an efficient and orderly manner. e. Show film, "Food Purchasing" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Receiving supplies is an important part of controlling costs. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Stock Clerk	DUTY No. C
	TASK No. 2

TASK: Issue supplies using appropriate forms to maintain the inventory records of the operation.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Received written and/or oral requisitions from employees -	____	____
2. Recorded inventory form information, i.e. date, time, employee, items withdrawn, etc. -	____	____
3. Issued supplies according to establishment policy -	____	____
4. Completed on-hand inventory records -	____	____
5. Reported low supplies or out-of-stock items -		
6. Reported broken equipment -	____	____
7. Turned in completed forms to supervisor -	____	____
8. Returned clipboard, inventory forms, marking pens, and other inventory items to their proper place -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:	RESOURCES:
Food cart	

DUTY/TASK NUMBER C2

Student Learning Activities	Teacher Activities
Exercise a. Fill out requisition forms for supplies from storage areas.	Review One method of controlling costs is the issuing of food and supplies. Overview Issue supplies using the appropriate forms according to the established policy. Presentation a. Demonstrate how to utilize correct procedures for requesting and issuing items from storage areas. b. Hand-out forms for issuing supplies. Show how to complete them. Exercise Have students practice the skill they have learned. See student learning activities. Summary Careful issuing of food and supplies controls waste and misuse. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

BAKER HELPER
313.684-010

Assists BAKER (hotel & rest.) by performing any combination of the following duties in bread-baking department: Carries and distributes supplies, such as flour, shortening and baking pans. Mixes, kneads, or shapes dough for bread, rolls, muffins, or biscuits. Cuts dough into uniform portions. Greases pans used to mold or bake breads and lines pans with waxed paper. Places pans of dough into oven to bake. Removes baked products from oven. Cleans bakery utensils, equipment, and work area. Performs other duties as described under HELPER (any ind.).

DUTY: Performing Tasks of Baker Helper	**DUTY No.** D
	TASK No. 1

TASK: Prepare quick breads using a standardized recipe, and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of quick breads to prepare -	____	____
2. Collected equipment and food items required by the quick breads recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Pre-prepared the recipe ingredients according to directions -	____	____
5. Combined ingredients according to the recipe specifications -	____	____
6. Formed and/or panned quick breads -	____	____
7. Cooked or baked the assembled quick bread according to recipe directions -	____	____
8. Cooled the baked or cooked quick bread -	____	____
9. Processed the completed quick bread for immediate use or storage	____	____
10. Operated all equipment according to manufacturer's specifications -	____	____
11. Cleaned the work station -	____	____
12. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
Scales, mixer, muffin pans, rolling pin, sheet pans, loaf pans, convection oven, work table, bakers table, refrigerator; optional: donut machine, donut fryer.

RESOURCES:
Haines: Food Prep. for Hotels, Rest. and Cafes.
Sultan - Elements of Baking.
aplan - Elements of Food Production and Baking.
West, et al: Food for Fifty.
Ray & Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER D1

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of quick bread preparation. b. Prepare a quick bread recipe which meets acceptable standards of excellence. c. Practice rolling, panning and portioning dough. d. Keep a file of product recipes.	Review Quick breads fulfill an establishment's need for speed in serving a fresh baked product. Overview Learn types of quick bread preparations such as biscuits and muffins according to industry standards. Presentation a. Define and discuss quick bread terms such as cake type, flakey type, drop biscuits, rolled biscuits, popovers, spoonbread, etc. b. Demonstrate the three basic methods for mixing quick breads: pastry method, muffin method, creaming method. Prepare a wall chart for easy reference. Exercise Have students practice the skill they have learned. See student learning activities. Summary Learning the different techniques in the production of quick breads increases bakery employability skills. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Baker Helper	**DUTY No.** D
	TASK No. 2

TASK: Prepare yeast dough products using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of yeast dough to prepare -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Pre-prepared ingredients according to recipe specifications -	____	____
5. Pre-prepared pans for later use according to recipe directions -	____	____
6. Operated all equipment according to manufacturer's specifications -	____	____
7. Followed all recipe directions concerning mixing, handling, proofing and shaping the dough -	____	____
8. Prepared any fillings or toppings to be used in products -	____	____
9. Portioned, shaped and proofed specified yeast dough products -	____	____
10. Egg washed or prepared the surface of the product -	____	____
11. Baked the yeast dough product -	____	____
12. Processed the finished product for immediate use or storage -	____	____
13. Cleaned the work station -	____	____
14. Returned equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
Mixer - 20, 30, or 40 qt., scales, measures, rolling pin, pastry brush, dough divider, proof box, bake oven or convection oven, dough retarder or refrigerator, baker's table.

RESOURCES:
Haines: Food Prep. for Hotels, Rest. & Cafe.
Sultan: Elements of Baking.
Kaplan: Elements of Food Production and Baking.
West et al: Food for Fifty.
Ray & Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER D2

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of yeast dough preparation. b. Prepare various forms of yeast dough products which meet acceptable standards of excellence. c. Practice forming different roll shapes such as crescents, cloverleaf, and knot rolls. Use a wall chart as reference. d. Keep a file of product recipes.	Review Fresh, hot breads and rolls are regarded as a mark of quality in food service establishments. Overview Learn types of yeast dough preparations such as breads and rolls, sweet rolls and Danish pastries according to industry standards. Presentation a. Define and discuss yeast dough terms such as proof, yeast, proof box, scaling, etc. b. Demonstrate the preparation of basic white bread emphasizing temperature controls, resting, shaping, etc. c. Demonstrate various roll forms using a white dough formula. Provide one pound of dough per student for practice. d. Demonstrate making cinnamon rolls using a sweet yeast dough. e. Demonstrate making Danish pastries, using a Danish dough. Exercise Have students practice the skill they have learned. See student learning activities. Summary Learning the handling of yeast dough products increases bakery employability skills. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

PASTRY HELPER
313.687-010

Assists pastry shop workers, performing any combination of the following duties: Carries and distributes supplies and equipment. Mixes, kneads, and shapes dough or batter to make pies, cakes, cookies, and other pastries. Washes and cuts up fruits for desserts and pies. Greases baking tins or lines them with waxed paper. Inserts cakes, pies, and cookies into oven; and removes based products. Portions pastries, desserts, and ice cream. Washes and scours pots, pans and other equipment. Performs other duties as described under HELPER (any ind.).

DUTY: Performing Tasks of Pastry Helper	**DUTY No.** E
	TASK No. 1

TASK: Prepare cookies using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of cookies to prepare -	____	____
2. Collected equipment and food items required by the cookie recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Measured and/or weighed all ingredients -	____	____
5. Combined ingredients -	____	____
6. Formed or portioned cookie dough -	____	____
7. Baked cookies when necessary according to recipe directions for time, temperature, and portion time -	____	____
8. Cooled baked cookies -	____	____
9. Processed the cooled cookies for immediate use or storage -	____	____
10. Operated all equipment according to manufacturer's specifications -	____	____
11. Cleaned the work station -	____	____
12. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

5 quart mixer, 20 quart mixer, scales, portion scoops, baking sheets, convection oven or bake oven, pastry bag, rolling pin, cookie cutters, dough cutter, worktable, bakers table, refrigerator.

RESOURCES:

Haines - Food Preparation for Hotels, Restaurants and Cafeterias.

Sultan - Elementary Baking - Part 7.

Kaplan - Elements of Food Production and Baking.

West, et. al - Food for Fifty.

Ray & Dondi - Professional Cooking and Baking.

DUTY/TASK NUMBER E1

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of cookie preparation. b. Choose and prepare a cookie recipe. Critique the product using a cookie defect and cause chart. c. Practice panning and portioning dough. d. Keep a file of product recipes.	Review Cookies are one of the most profitable items produced in the bakeshop. Overview Learn cookie classification, mixing method and cookie preparation according to industry standards. Presentation a. Define and discuss cookie terms such as soft dough, ice box method, rolled method, single stage method, creaming method, etc. b. Demonstrate portioning and panning cookies to be baked. c. Demonstrate handling the various dough-soft, drop, stiff. d. Discuss the ingredients and proportions used in cookie making. e. Plan a field trip to a local bakery to view baking operations. Exercise Have students practice the skill they have learned. See student learning activities. Summary Since food production and baking are closely related, it is important for the student to understand the fundamentals of baking.

DUTY:	Performing Tasks of Pastry Helper	DUTY No. E
		TASK No. 2

TASK: Prepare pie dough using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determine the type and quantity of pastry to prepare -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Followed all task related safety and sanitation requirements -	____	____
4. Weighed and/or measured ingredients -	____	____
5. Combined ingredients according to recipe directions -	____	____
6. Rolled-out pie pastry according to recipe or instructor's specifications -	____	____
7. Prepared crumb crust according to recipe -	____	____
8. Placed pastry or crumb crust according to recipe -	____	____
9. Processed finished product for immediate use or storage -	____	____
10. Cleaned work station -	____	____
11. Returned equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Mixer with pastry cutter, mixing bowls, pastry cutter (hand tool), scales, measuring devices, Baker's table, work tables, rolling pin, dough sheeter (optional), oven.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurant's and Cafeterias.
Sultan: Elementary Baking.
Kaplan: Elements of Food Production and Baking.
West, et al: Food for Fifty.
Ray and Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER E2

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of pie dough preparations. b. Prepare basic pie dough using the flaky method. Roll out and bake a pie shell. Evaluate for flakiness, taste, degree of doneness. c. Prepare a basic pie dough using the mealy method. d. Keep a file of product recipes.	Review Pie dough is used as a base for appetizers, entrees and desserts. Overview Learn the fundamentals of pie dough preparation according to industry standards. Presentation a. Define and discuss pie dough preparation terms such as cut-in, pastry blender, flaky, mealy, fluting, crimping, etc. b. Demonstrate the procedure for preparing basic pie dough emphasizing ingredients, method of mixing and rolling out the dough. c. Prepare a wall-chart showing mixing methods for flaky and mealy dough. d. Prepare food products using pie dough in various ways, i.e. fruit pie, chicken pot pie, individual quiche. Exercise Have students practice the skill that they have learned. See student learning activities. Summary Becoming skilled at handling pie dough increases bakery employability. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to the other skills or products

DUTY: Performing Tasks of a Pastry Helper	**DUTY No.** E
	TASK No. 3

TASK: Prepare pie fillings using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of pie fillings to prepare -	____	____
2. Collected equipment and food items required by recipe -	____	____
3. Followed task-related safety and sanitation requirements -	____	____
4. Measured and/or weighed all ingredients -	____	____
5. Combined ingredients according to recipe directions -	____	____
6. Processed fillings for immediate use of storage -	____	____
7. Cleaned the work station -	____	____
8. Returned equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Scales, measures, range, saucepans, bowls, bowl scrapers, spatulas, steam kettle, mixers - 5, 20 etc.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Sulton: Elementary Baking.
Kaplan: Elements of Food Production and Baking.
West, et al: Food for Fifty.
Ray and Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER E3

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for pie filling preparation. b. Prepare demonstrated food items following all procedures. Evaluate fillings with other class members. c. Create your own cream pie filling to meet acceptable standards of excellence. d. Keep a file of product recipes.	Review A pie filling must meet the same high standards set for the crust if the pie is to be considered successful. Overview Prepare pie fillings such as fruit, cream, chiffon and custard according to industry standards. Presentation a. Define and discuss pie filling pre-terms such as thickening agent, chiffon, basic pastry cream, curdle, meringue, etc. b. Demonstrate the procedure for thickening fresh fruits for fillings. c. Demonstrate procedure for preparing basic vanilla cream. Show how to make various cream fillings using the basic filling. d. Demonstrate procedure for chiffon fillings including meringue. e. Demonstrate procedure for custard filling. Exercise Have students practice the skill they have learned. See student learning activities. Summary Becoming skilled at preparing pie fillings increases bakery employability. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of a Pastry Helper	**DUTY No.** E
	TASK No. 4

TASK: Prepare finished pies using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined the type and quantity of pies to prepare -	____	____
2. Collected equipment and food items required by the standardized recipe -	____	____
3. Followed all task-related safety and sanitary requirements -	____	____
4. Used pre-prepared pie pastry according to recipe directions -	____	____
5. Used pre-prepared pie filling according to recipe directions -	____	____
6. Prepared pie toppings according to recipe -	____	____
7. Assembled pies according to recipe directions -	____	____
8. Baked or refrigerated pies according to recipe -	____	____
9. Cooked baked pies -	____	____
10. Processed finished pies for immediate use or storage -	____	____
11. Cleaned the work station -	____	____
12. Returned equipment and supplies to designated storage areas	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Deck oven or convection oven, refrigerator, pizza or flutted pastry cutter, baker or work table.

RESOURCES:

Haines: Preparation for Hotels, Restaurants and Cafeterias.
Sultan: Elementary Baking.
Kaplan: Elements of Food Production and Baking.
West, et al: Food for Fifty.
Ray & Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER E4

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for pie preparation. b. Prepare demonstrated food items following procedures. Evaluate your pie using a pie evaluation form. c. Keep a file of product recipes.	Review Combining a flakey, tender crust and a well made filling will produce an excellent pie to serve with pride. Overview Prepare pies using pre-prepped doughs and fillings according to industry standards. Presentation a. Define and discuss pie preparation terms such as single crust, double crust, egg wash, fluting, air vents, etc. b. Demonstrate the procedure for preparing a double crusted fruit pie. c. Demonstrate a lattice topped cherry pie. d. Demonstrate a custard pie. Exercise Have students practice the skill they have learned. See student learning activities. Summary Becoming skilled at preparing pies increases bakery employability. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Pastry Helper	**DUTY No.** E
	TASK No. 5

TASK: Prepare pastries using a standardized recipe, all tools, and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of pastries to prepare -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Pre-prepared ingredients according to recipe specifications -	____	____
5. Combined ingredients according to recipe specifications -	____	____
6. Prepared any fillings or toppings needed -	____	____
7. Assembled pastries according to recipe specifications or supervisor's directions -	____	____
8. Baked pastries according to recipe directions -	____	____
9. Cooled pastries -	____	____
10. Processed finished pastries for immediate use or storage -	____	____
11. Cleaned the work station -	____	____
12. Returned equipment and supplies designated to storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
20 quart mixer, scales, measures, bakers table, rolling pin, pastry tube, deck oven or convection oven, refrigerator.

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Sultan: Elementary Baking.
Kaplan: Elements of Food Production and Baking.
West et al: Food for Fifty.
Ray & Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER E5

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of pastry dough preparation. b. Prepare demonstrated food items following procedures. c. Keep a file of product recipes.	Review European pastry is delicate, puffy and light, and is used for appetizers, entrees and desserts. Overview Prepare pastries such as chorix paste and puff paste according to industry standards. Presentation a. Define and discuss pastry terms such as choux paste, puff paste, layers, cruellex eclair, pastry bag, etc. b. Demonstrate the use of choux paste in preparing cream puffs and eclairs. c. Demonstrate how to use puff pastry in making patty shells and fruit tarts. Exercise Have students practice the skill they have learned. See student learning activities. Summary Becoming skilled at handling puff pastry increases bakery employability. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Pastry Helper	**DUTY No.** E
	TASK No. 6

TASK: Prepare fruit cobblers and crisps using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined the type and quantity of fruit cobbler or crisp to prepare -	____	____
2. Collected equipment and food items required by the standardized recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Pre-prepared ingredients according to recipe directions -	____	____
5. Combined ingredients according to recipe directions -	____	____
6. Cooked the assembled cobbler or crisp according to recipe directions -	____	____
7. Cooled the fruit cobbler or crisp -	____	____
8. Processed the fruit cobbler or crisp for immediate use or storage -	____	____
9. Cleaned the work station -	____	____
10. Returned equipment and supplies designated to storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
Mixer - 20 qt. or 5 qt., mixing bowl, range, sauce pan, deck oven or convection oven, knives, corer, rolling pin.

RESOURCES:

West, et al: Food for Fifty.

DUTY/TASK NUMBER E6

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for dessert preparation. b. Prepare a peach cobbler and an apple crisp. Tell how they are different. c. Keep a file of product recipes.	Review Colorful and delicious fruits make eye appealing desserts. Overview Prepare fruit cobblers and crisps according to industry standards. Preparation a. Define and discuss dessert terms such as bettys, cobblers, crisps, fritters, shortcakes, etc. b. Differentiate between cobblers and crisps. c. Demonstrate product preparation and hold a taste testing of a cobbler and a crisp. Exercise Have students practice the skill they have learned. See student learning activities. Summary Fruit desserts are appealing because they are light, nutritous and can be lower in calories. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Pastry Helper	DUTY No. E
	TASK No. 7.

TASK: Prepare puddings using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined type and quantity of pudding to prepare -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Followed all task related safety and sanitation requirements -	____	____
4. Weighed and/or measured ingredients -	____	____
5. Combined ingredients according to recipe directions -	____	____
6. Cooked or baked pudding -	____	____
7. Cooled pudding -	____	____
8. Processed pudding for immediate use or storage -	____	____
9. Cleaned work station -	____	____
10. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Scales, measures, range, saucepan, steam - jacket kettle, bake oven or convection oven, mixer, wire whip.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.

West, et al: Food for Fifty.

DUTY/TASK NUMBER E7

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for pudding preparation. b. Prepare a variety of puddings using various methods of preparation. Compare the finished products. c. Keep a file of product recipes.	Review Puddings make popular desserts because they are inexpensive and are easily made for quantity service. Overview Prepare dessert puddings such as souffle, custards, mousse, and flan according to industry standards. Preparation a. Define and discuss dessert pudding terms such as souffle, brulee, flan, bavarian, thickener, etc. b. Prepare a handout showing the comparison of ingredients in various puddings, i.e. cornstarch, pudding, tapioca, rice and bread puddings. c. Discuss methods of making puddings such as top of stove, baked and whipped. d. Prepare various puddings for taste-testing. Exercise Have students practice the skill they have learned. See student learning activities. Summary Puddings range from very simple one step desserts to complex exotic creations. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be trasnferred to other skills or products

DUTY: Performing Tasks of Pastry Helper	**DUTY No.** E
	TASK No. 8

TASK: Prepare cakes using a standardized recipe, all tools and equipment, necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of cakes to prepare -	____	____
2. Collected equipment and food items required by recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Pre-prepared ingredients according to the recipe directions -	____	____
5. Mixed the cake ingredients according to the recipe directions -	____	____
6. Prepared the cake pans and portioned cake batter -	____	____
7. Baked the cakes according to the recipe directions. -	____	____
8. Cooled the cakes according to the recipe directions -	____	____
9. Decorated the cakes using prepared icings -	____	____
10. Processed the finished cakes for immediate use or storage -	____	____
11. Cleaned the work station -	____	____
12. Returned equipment and supplies to designate storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications or supervisor's directions.

TOOLS AND EQUIPMENT:

Scales, measures, mixer, convection oven or bake oven, assorted cake pans, spatulas, cake decorating supplies.

RESOURCES:

Wilton School of Cake Decorating Publications.
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Sultan: Elementary Baking.
Kaplan: Elements of Food Production and Baking.
West, et al: Food for Fifty.
Ray & Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER E8

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for cake and frosting preparation. b. Prepare and bake a butter, foam, and chiffon cake. Evaluate the three products for acceptable standards of excellence. c. Prepare frostings for cake decorating. Observe a demonstration on cake decorating. Practice basic decorating procedures.	Review Baking the perfect cake can be one of the greatest pleasures of baking. Overview Prepare various cake varieties such as butter, foam and chiffon and frostings according to industry standards. Presentation a. Define and discuss cake and frosting terms such as high-ratio shortening, creaming, pound cake, petite fours. b. Discuss procedures to follow in producing quality cakes. Include: size of pans, method of mixing, timing and baking cakes. c. Demonstrate the various methods of mixing cakes. Hand out information charts. d. Demonstrate preparation and spreading of frostings. e. Arrange for a professional cake decorator to demonstrate skills. f. Taste-test and compare various cakes. Evaluate. Exercise Have students practice the skill they have learned. See student learning activities. Summary Quality cakes increase bakery employability skills. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

COOK HELPER
317.687-010

Assists workers engaged in preparing foods for hotels, restaurants, or ready-to-serve packages by performing any combination of the following tasks: Washes, peels, cuts, and seeds vegetables and fruits. Cleans, cuts, and grinds meats, poultry, and seafood. Dip food items in crumbs, flour, and batter to bread them. Stirs and strains soups and sauces. Weighs and measures designated ingredients. Carries pans, kettles, and trays of food to and from work stations, stove, and refrigerator. Stores foods in designated areas, utilizing knowledge of temperature requirements and food spoilage. Cleans work areas, equipment and utensils, segregates and removes garbage, and steam-cleans or hoses garbage containers (KITCHEN HELPER (hotel & rest.)., Distributes supplies, utensils, and portable equipment, using handtruck. May be designated according to worker assisted as COOK HELPER, BROILER OR FRY (hotel & rest.); COOK HELPER, DESSERT (hotel & rest.); COOK HELPER, VEGETABLE (hotel & rest.); PANTRY GOODS MAKER HELPER (hotel & rest.). Performs other duties as described under HELPER (any ind.).

DUTY: Performing Tasks of Cook Helper	**DUTY No.** F
	TASK No. 1

TASK: Perform cutting operations using basic knives and cutting board to cut food items for preparation.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Collected food items to be cut -	____	____
2. Collected equipment for the cutting task -	____	____
3. Checked with the supervisor or production schedule to determine the type of cutting specifications for each food item -	____	____
4. Selected the knife most suitable for each cutting operation according to previous learnings or knife chart, i.e. boning knife for trimming meats; French knife for chopping vegetables; paring knife for removal of produce skins -	____	____
5. Followed all safety rules regarding the handling and use of knives -	____	____
6. Used knives according to accepted industry standards, i.e. grip, stance, motion efficiency, etc. -	____	____
7. Cut food items uniformly by the method, quantity, and size requested by supervisor -	____	____
8. Cleaned any tools and equipment used according to health department regulations -	____	____
9. Returned all tools and equipment used to the proper storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:

Assorted knives, steel, cutting boards.

RESOURCES:

Folsum: How to Handle the Tools of Your Trade.
Culinary Institute of America: Professional Chef's Knife.
Culinary Institute of America: Professional Chef's Paring Knife.

DUTY/TASK NUMBER F1

Student Learning Activities	Teacher Activities
Exercise a. Recognize each basic knife and memorize its tasks. b. Observe the demonstrations on the French knife. c. Practice using the French knife with the proper grip, stance and posture. d. Practice skill and speed using the french knife.	Review One of the main requirements of becoming a cook is knowing how to use knives skillfully. Overview Identify basic kitchen knives, how to use and care for them. Presentation a. Provide an illustration and description of each knife so students may recognize it quickly. b. Provide a handout illustrating the French knife and naming its parts. c. Demonstrate the use of the French knife performing various functions, i.e. chopping, mincing, dicing, slicing, etc. d. Demonstrate posture, grip and stance used when working with the French knife. e. Demonstrate the various knife metals with advantages and disadvantages of each. f. Show film, "Kitchen Knives, Safe and Efficient Use" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Becoming proficient with knives takes practice and more practice. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Cook Helper	DUTY No. F
	TASK No. 2

TASK: Weigh/measure foods using a standardized recipe and all tools and equipment necessary to supply exact recipe yields.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Reviewed recipe to determine the types and quantities of ingredients to be measured or weighed -	____	____
2. Collected food items -	____	____
3. Collected scales needed for the job, i.e. portion, platform -	____	____
4. Collected measuring equipment needed for the job, i.e. by volume - quart/gallon/pint measures, ladles, and scoops -	____	____
5. Followed all task-related safety and sanitation requirements -	____	____
6. Measured or weighed food items quantities as called for by the recipe -	____	____
7. Cleaned all tools and equipment -	____	____
8. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Assorted scales, assorted measures.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.

Ray and Dondi: Professional Cooking and Baking.

DUTY/TASK NUMBER F2

Student Learning Activities	Teacher Activities
Exercise a. Observe demonstration using the various scales and measuring equipment. b. Practice adjusting the scales. Weigh liquids, powders, and solids. Practice until you feel confidence in the task. c. Practice using the measuring devices by using the lab study sheet.	Review Weighing and measuring ingredients is important to the success of the product. Overview Use various sized weighing and measuring equipment to portion recipe ingredients. Presentation a. Demonstrate the use of the platform scale, baker's scale, portion scale, etc. Show how to allow for container weight, how to adjust scale, how to move weights. b. weighing liquids, powders, and solids. c. Provide measuring devices of various sizes and types, i.e. spoons, glass, metal. Discuss what type of ingredients are to be measured in each. d. Prepare a hand-out to record lab activities using measuring equipment, i.e. how many tablespoons in one cup of sugar, find how many cups of water in one gallon. e. Review units of measurement. Exercise Have students practice the skill they have learned. See student learning activities. Summary Precise weighing and measuring of ingredients is an important factor in recipe success. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Peforming Tasks of Cook Helper	**DUTY No.** F
	TASK No. 3

TASK: Cut fresh produce using appropriate production schedules, tools and equipment to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined type and quantity of produce to prepare -	_____	_____
2. Assembled equipment and ingredients required -	_____	_____
3. Pre-prepared produce for use -	_____	_____
4. Checked with the supervisor to determine the size and type of cut to use on the produce -	_____	_____
5. Used the correct knife or machine for each cutting task -	_____	_____
6. Followed all task-related safety and sanitation requirements -	_____	_____
7. Cut the produce cleanly -	_____	_____
8. Cut the produce so each piece was uniform in shape and size -	_____	_____
9. Covered and stored the cut fresh produce -	_____	_____
10. Cleaned the work station -	_____	_____
11. Returned equipment and supplies to designated storage areas -	_____	_____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Vertical chopper, slicer attachment for mixer, knives, cutting boards, garbage disposal, work tables, "Buffalo" chopper, other cutting tools.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER F3

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of produce preparation. b. Practice washing and drying greens. c. Identify fresh fruits and vegetables used in the establishment. d. Visit a produce store and identify produce items. e. Know freshness indicators for produce.	Review Vegetables require proper handling, storage, and cleaning to insure their freshness. Overview Prepare fresh produce according to industry standards. Preparation a. Define and discuss produce terms such as stalk vegetable, lug, blanching, root vegetable, etc. b. Demonstrate the pre-cleaning of vegetables before storage. c. Use an identification chart for greens. d. Take a field trip to a produce market. e. Demonstate how to use hand tools to clean produce such as knives and peelers. f. Show film, "Vegetable Preparation" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Cooks must have knowledge of produce in order to make intelligent decisions regarding its buying and preparation. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Cook Helper	**DUTY No.** F
	TASK No. 4

TASK: Prepare meats, seafoods, and poultry using all necessary tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined type and quantity of meats, seafood, or poultry to pre-prepare for food service use -	____	____
2. Collected equipment and food items for the task -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Arranged the work area to be efficient for meat, seafood, or poultry handling -	____	____
5. Selected cutting tools appropriate to the meat, seafood, or poultry preparation task -	____	____
6. Removed excess fat, cartilage, connective tissue, head, tail or bone according to the meat's intended use specifications -	____	____
7. Scored, slashed and mechanically or chemically tenderized meats when necessary for further preparation -	____	____
8. Portion-cut the trimmed meats, seafoods, or poultry according to recipe or supervisor/director specifications -	____	____
9. Prepared the trimmed portions for immediate use or storage -	____	____
10. Cleaned the work station -	____	____
11. Returned equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications or supervisor's directions.

TOOLS AND EQUIPMENT:

Knives, steel, slicer, cutting boards, poultry shears, clam opening, meat tenderizer, hand meat tenderizer, scales, pans.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER F4

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in pre-prepping procedure. b. Learn the retail cuts of meat. c. Practice pre-prepping procedures used in your establishment.	Review Preparation of food items makes the actual food production more efficient. Overview Pre-prepare meats, seafood and poultry by trimming, portioning, tenderizing and storing items to be used in the future. Presentation a. Demonstrate pre-preparing procedures for trimming and portioning meats. b. Define and discuss: terms for pre-prepping, such as retail cuts, fryers, portioned cuts, etc. c. Invite a professional butcher to demonstrate meat cutting using a side of beef. d. Visit a meat packing plant. e. Demonstrate tenderizing procedures for tough cuts. f. Demonstrate storage of pre-prepped foods. Exercise Have students practice the skills they have learned. See student learning activities. Summary Pre-prepping helps to control quality and food costs. Summarized what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Cook Helper	**DUTY No.** F
	TASK No. 5

TASK: Portion foods using scales, measures, ladles, scoops, and other portion control devices to control amounts of food portions.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined which foods are to be portioned -	____	____
2. Obtained the standard portion size of the food item from the supervisor, production chart, or standardized recipe -	____	____
3. Collected all equipment and portioning devices needed to portion the food items -	____	____
4. Followed all task-related safety and sanitation requirements especially those concerning storage of serving devices during the meal period -	____	____
5. Filled portion scoops and ladles full, but not overflowing -	____	____
6. Used the correct size portion control package or plate for the food item ordered, i.e. cold cups, sundae dishes, 10" liner, etc. Filled any container to the portion line -	____	____
7. Positioned portioned food in center of plate - no food on rim -	____	____
8. Used scales to determine portion weights for items such as sandwich meats, steaks, cheese, etc. -	____	____
9. Cleaned the work station -	____	____
10. Returned equipment and supplies to assigned storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the portion charts, standardized recipes and supervisor's directions.

TOOLS AND EQUIPMENT:

Measures, ladles, scoops, various other containers, scales, pans, pie server, spatulas, spoons.

RESOURCES:

Note: Portioning is basic to all resources.

DUTY/TASK NUMBER F5

Student Learning Activities	Teacher Activities
Exercise a. Fill-in an outline of the demonstration and discuss for future references. b. Study wall charts and hand-outs. Learn the appropriate item of equipment for various jobs. c. Know the names of the scoop and scale parts, i.e. bowl, handle, level, vane, platform, dial.	Review Portioning food controls size and numbers of servings. Overview Learn techniques for portioning foods using scoops, ladles, scales, and portion control packaging. Presentation a. Provide an outline form of discussion and demonstration. b. Provide a display of the various portion devices in the establishment. Discuss the uses, operation and care of each item. c. Display a wall chart showing dipper sizes and uses for quick referral. d. Demonstrate the portion equipment such as scales and scoops. Show the type of foods to be portioned with each one. e. Show film; "Portion Control; A Team Effort" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Selecting and using portioning equipment is necessary to obtain standardized recipe yields and to maintain food costs. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Cook Helper	**DUTY No.** F
	TASK No. 6

TASK: Bread/batter foods using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined foods to be breaded or battered -	____	____
2. Assembled all supplies, equipment and food items -	____	____
3. Assembled work area in an organized way to perform the task efficiently -	____	____
4. Followed task related safety and sanitation requirements -	____	____
5. Bread or battered foods according to supervisor's directions -	____	____
6. Processed food items for storage or cooking -	____	____
7. Cleaned the work area -	____	____
8. Returned equipment and supplies to designate storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Bowls, wire whips, sheet pans, fryers, ovens, saute pans, deep fryer, heat lamp.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quality Food Production.
Hest, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER F6

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for breading. b. Watch demonstration of breading. c. Practice breading and its proper line-up. d. Practice batter coating of fried foods.	Review Breading foods may have started as a way to process stale bread. Overview Learn the techniques of breading or battering foods to pre-prepare for service. Presentation a. List and discuss reasons for the breading process. b. Define and discuss terms such as, egg wash, tempura, batter, etc. c. Demonstrate the breading process showing set-up and storage. d. Demonstrate batter dipping and handling. Exercise Have students practice the skill they have learned. See student learning activities. Summary Quality breaded food products increase menu offerings due to their versatility Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

PANTRY GOODS MAKER
317.684-014

Prepares salads, appetizers, sandwich fillings, and other cold dishes: Washes, peels, slices, and mixes vegetables, fruits or other ingredients for salads, cold plates, and garnishes. Carves and slices meats and cheese. Portions and arranges food on serving dishes. Prepares fruit or seafood cocktails and hors d'oeuvres. Measures and mixes ingredients to make salad dressings, cocktails sauces, gelatin salads, cold desserts and waffles, following recipes. Makes sandwiches to order (SANDWICH MAKER--hotel & rest.). Brews teas and coffee (COFFEE MAKER--hotel and rest.). Prepares breakfast and dessert fruits, such as melons, grapefruit, and bananas. Portions fruit sauces and juices. Serves food to waiters/waitresses as requested. When specializing in making salads, may be known as SALAD MAKER (hotel & rest.).

DUTY: Performing Tasks of Pantry Goods Maker	**DUTY No.** G
	TASK No. 1

TASK: Prepare salad dressings using standardized recipes, tools and equipment to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of salad dressing to prepare -	____	____
2. Gathered all equipment and food items to prepare dressings -	____	____
3. Measured and/or weighed all ingredients -	____	____
4. Blended all ingredients -	____	____
5. Cooked when recipe directed -	____	____
6. Followed all task-related safety and sanitation requirements -	____	____
7. Processed the dressings for storage or use -	____	____
8. Cleaned the work station -	____	____
9. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Mixing bowls, spatulas or bowl scrapers, spoons, vertical-cutter machine, hot plate, refrigerator.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER G1

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in dressing preparation. b. Prepare one quart of mayonnaise. Identify the stages of emulsion. c. Practice separating eggs. d. Know the various ingredients that make up certain dressings such as: Thousand Island - chopped eggs pickle relish chili sauce e. Taste-test dressing variations. Evaluate for flavor, consistency, and freshness. f. Keep a file of product recipes.	Review One of the basic parts of the salad is the dressing. Overview Prepare basic salad dressings such as French and mayonnaise according to industry standards. Presentation a. Define and discuss dressing terms such as emulsion, thickened, vinaigrette, etc. b. Demonstrate mayonnaise preparation. Make one recipe correctly, another recipe showing what happens when an emulsion is not reached. c. Demonstrate various recipes that can be made with mayonnaise, such as Thousand Island, Blue Cheese, etc. D. Do an experiment showing how oil and vinegar form only a temporary emulsion. e. Discuss the value of spices and other ingredients in the preparation of dressings. Exercise Have students practice the skill they have learned. See student learning activities. Summary Due to salad dressings, salad combinations are practically endless. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Pantry Goods Maker	**DUTY No.** G
	TASK No. 2

TASK: Prepare salads using salad charts, standardized recipes, tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined type and quantity of salads to prepare -	____	____
2. Assembled all equipment and ingredients required by the recipe -	____	____
3. Pre-prepped ingredients according to recipe directions or supervisor's directions -	____	____
4. Combined ingredients -	____	____
5. Followed all task-related safety and sanitation requirements -	____	____
6. Processed the salads for service or storage -	____	____
7. Cleaned the work station -	____	____
8. Returned equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Knives, bowls or other mixing and storage containers, cutting boards, refrigerator.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER G2

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in salad preparation. b. Practice tossing salad ingredients to coat with dressings. c. Explain and practice mixing a Caesar salad. d. Identify salad types and ingredients that can be used for each type. e. Visit a produce market and identify the various salad greens available. f. Practice washing and drying greens. g. Set-up a salad bar arrangement for service. h. Keep a file of product recipes.	Review Salads have become a very important part of the American diet and are the biggest contribution of the U.S. to modern cusine. Overview Prepare salads as appetizers, side salads, entrees or desserts according to industry standards. Presentation a. Define and discuss salad terms such as marinade, entree, julienne, romaine, waldorf, etc. b. Identify and discuss the basic parts of a salad. c. Prepare a display of various salads such as Julienne salad, waldorf salad, caesar salad and have students identify them and their ingredients. d. Demonstrate the procedure for preparing a tossed green salad. e. Show set-up for salad bar service and how to prepare various bar items. f. Show film, "Cool Head for Salads" (NEM). Exercise Have students practice the skill they have learned. See student learning activity. Summary Knowledge of salad production increases kitchen employability skills. Summarize what has been learned: - how it fits into the job description - how it fits with other job tasks - how it can be transferred

DUTY: Performing Tasks of Pantry Goods Maker	**DUTY No.** G
	TASK No. 3

TASK: Garnish foods using serving plates, platters, pans, trays, mirrors, etc. for attractive visual presentation.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Gathered all food items, garnishes and serving dishes needed -	____	____
2. Followed all task related safety and sanitation requirements -	____	____
3. Prepared garnishes according to recipe, garnishing charts or supervisor's instructions -	____	____
4. Placed food item(s) on appropriate plate, platter, tray, mirror or other serving dish -	____	____
5. Arranged foods attractively -	____	____
6. Kept serving dishes free of drips or smears -	____	____
7. Garnished foods attractively -	____	____
8. Placed garnished food items in food pick-up area or on buffet table or cafeteria line -	____	____
9. Cleaned work station -	____	____
10. Returned equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:
Paring knife, plates, platters, trays, mirrors, other knives.

RESOURCES:
Culinary Institute of America: Professional Chef.
Waldner & Mitterhauser: Book of Buffets.
Sonnenschmidt & Nicolas: Professional Chef's Art of Garde Manger.
Blair: Garnishes, Relishes, & Sauces for Food Service Menu Planning.
Emery: Culinary Design and Decoration.

DUTY/TASK NUMBER G3

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in garnishing buffets and individual orders. b. Practice making: radish roses, carrot curls, pickle fans, celery fans, melon balls, tomato roses. c. Study books on buffet service. Observe the garnishing technique used. d. Decide what types of garnishes work well with food items. e. Plan with a group how to set up and garnish a buffet table.	Review Garnishing adds beauty to finished food items. Overview Garnish foods for individual orders and buffet service using creativity and effectiveness. Presentation a. Define and discuss garnishing terms such as sprig, radish rose, melon baller, zester, leaf lettuce, complementary flavor, etc. b. Demonstrate the various garnish techniques used in buffet service. c. Show how to peel tomatoes for garnishes, make celery and pickle fans, etc. for individual plate orders. d. Emphasize principles in garnishing food items. e. Invite a garde-manger expert to demonstrate techniques. Exercise Have students practice the skill they have learned. See student learning activities. Summary Food items have a finished look when garnished attractively. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY:	Performing Tasks of Pantry Goods Maker	DUTY No. G
		TASK No. 4

TASK: Prepare gelatin products using standardized recipes, tools and equipment needed to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

		Yes	No
1.	Determined type and quantity of gelatin product to prepare -	____	____
2.	Assembled all ingredients and utensils for the task -	____	____
3.	Measured and/or weighed all ingredients -	____	____
4.	Soaked gelatin in cold water until soft -	____	____
5.	Added hot liquid to completely dissolved gelatin -	____	____
6.	Combined and/or blended remaining ingredients -	____	____
7.	Followed all task-related safety and sanitation requirements -	____	____
8.	Processed the gelatin for service or storage -	____	____
9.	Cleaned the work station -	____	____
10.	Returned the equipment and supplies to designated storage areas-	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Bowls, mixer, knives, cutting boards, molds or pans, slicer or slicer attachment for mixer, blender.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER G4

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in gelatin preparation. b. Practice quick-setting gelatin. c. Prepare a parfait using layering of flavors and colors. d. Prepare a gelatin ring. Decide on appropriate garnishes and presentation. Evaluate final product. e. Practice making a cold souffle. f. Practice unmolding techniques. g. Keep a file of product recipes.	Review Gelatins provide a means to make over odds and ends of food into appealing dishes. Overview Prepare gelatin products for salads and desserts according to industry standards. Presentation a. Define and discuss gelatin terms such as congeal, unflavored gel, bavarian, perfection salad, parfait, etc. b. Demonstrate the procedure for softening and thickening gelatin. c. Show how to "quick-set" gelatin. d. Hand-out gelatin recipes for combination of flavors. e. Discuss storage of prepared gelatin products. Exercise Have students practice the skill they have learned. See student learning activities. Summary Knowledge of gelatin production and techniques increases pantry employability skills. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Pantry Goods Maker

DUTY No. G

TASK No. 5

TASK: Set-up self-service food lines using all tools, equipment, and food supplies needed to facilitate efficient service.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the food items designated for serving lines -	____	____
2. Collected all tools and equipment that was necessary for service of those items -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Checked all food holding equipment for proper temperature settings -	____	____
5. Placed the foods in the holding equipment in the order recommended by the supervisor -	____	____
6. Checked to see that all foods were garnished -	____	____
7. Had plates, glasses, silverware, napkins, ladle handles, etc. easily accessible to the guest -	____	____
8. Made sure sneeze-guard were clean and in place -	____	____
9. Knew where back-up portions were being held -	____	____
10. Replaced pans low in foods by removing entire pan and substituting full pans when required -	____	____
11. Knew the names, preparation techniques and prices of all food offered -	____	____
12. Kept work station clean and spills wiped up during the serving period -	____	____
13. Stored all serving utensils according to Health Department regulations, i.e. dipping well or left in food, etc. -	____	____

CRITERIA: Competence in this task will be recognized when the achievement indicators are performed according to supervisor's directions and Health Department regulations.

TOOLS AND EQUIPMENT:

Hot and cold serving lines, salad bars, sneeze guards, tongs, serving spoons, chafing dishes, mirrors, serving trays, soup warmer, heat lamps.

RESOURCES:

Small: Buffets and Receptions.
Waldner & Mitterhauser: The Professional Chef's Book of Buffets.

DUTY/TASK NUMBER G5

Student Learning Activities	Teacher Activities
Exercise a. Discuss your experiences and observations with serving lines. List areas where you have seen them and how well you think they function. b. Given a list of food items diagram a buffet table for a wedding for 200 people. Give rationale for your choice of table arrangement and tableware arrangement. Make a list of serving items needed: tongs, Sterno, chafing dish, serving spoons, etc. c. Practice setting up a salad bar or buffet line.	Review Self-service lines provide different methods of serving food. Overview Set-up self-service food lines, such as salad bars, buffets, and cafeteria lines, for efficient service. Presentation a. Discuss types of serving lines and the appropriate establishments to use them. b. Diagram a serving line. Include placement of plates, flatware, food items. Discuss reasons why items are placed where they are. c. Discuss the popularity of salad bars. d. Demonstrate how to set-up a salad bar used in your establishment. e. View film, "The Counter Code" (MRA). f. View film, "Cafeteria Service (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Setting-up self-service lines is part of the entry-level skills for a pantry worker. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

SHORT ORDER COOK
313.361-022

Prepares and cooks to order foods requiring only short preparation time. May carve meat and fill orders from steamtable. May prepare sandwiches SANDWICH MAKER (hotel & rest.). May prepare salads. May prepare beverages COFFEE MAKER (hotel & rest.). May serve meals to patrons over counter. May be designated according to type of food prepared as HAMBURGER-FRY COOK (hotel & rest.). When cooking is limited to frying foods on grill, may be designated as COOK, GRIDDLE (hotel & rest.).

DUTY: Performing Tasks of Short Order Cook	**DUTY No.** H
	TASK No. 1

TASK: Grill food items using a standardized recipe and all tools and equipment needed to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined the type and quantity of food items to grill -	____	____
2. Collected equipment and food items needed for grilling -	____	____
3. Prepared the food items for grilling according to recipe or supervisor's directions -	____	____
4. Followed all task-related safety and sanitation requirements -	____	____
5. Operated the grill equipment according to its operation manual in relation to:		
a. pre-heating time -	____	____
b. temperature ranges to use for specific food items -	____	____
c. grill seasoning operations -	____	____
d. type of hand tools to use on grill -	____	____
e. method of cleaning the grill during and after use -	____	____
6. Grilled the food items according to recipe specifications or supervisor's directions -	____	____
7. Processed the grilled items for immediate service or storage -	____	____
8. Cleaned the work area -	____	____
9. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Grill or griddle, spatula, grillscraper, pot brush, grill stone or other grill cleaner.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER H1

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for grilling. b. Practice preparing demonstrated items. c. Keep a file of product recipes.	Review Becoming proficient at short order cooking requires skill on the grill. Overview Grill food items according to industry standards. Presentation a. Define and discuss grilling terms such as; season, pre-heat, cast-iron, etc. b. Demonstrate production of grilled items on the establishment menu. Discuss "tricks of the trade" to make the job easier. c. Practice grilling: cheese sandwich, hamburger, cheeseburger, ham sandwich, ruben sandwich, rolls and breads. d. View film, "Short-order Cookery"(NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Mastering grilling skills gives some entry level skills in short-order cooking. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Short Order Cook

DUTY No. H

TASK No. 2

TASK: Deep fry food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of food to be deep fried -	___	___
2. Collected equipment and food items required -	___	___
3. Prepared the item for frying according to recipe directions -	___	___
4. Followed all task-related safety and sanitation requirements -	___	___
5. Operated the deep-fat frying equipment according to the operator's manual directions -	___	___
6. Fried the item according to recipe specifications for time and temperature -	___	___
7. Drained excess fat from the cooked item -	___	___
8. Processed cooked item for immediate service or storage -	___	___
9. Filtered the deep-frying grease -	___	___
10. Cleaned the work station -	___	___
11. Returned equipment and supplies to designated storage areas -	___	___

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed accoding to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

Deep fryer, heat lamp, steam table pans, dredge.

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER H2

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for deep-frying. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review Deep-fat frying is one of the most important techniques needed for short-order cooking. Overview Deep fry food items according to industry standards. Presentation a. Define and discuss deep-frying terms such as: fillet, croquette, butterflied, etc. b. Demonstrate the use of the deep-frying equipment 1. potatoes 2. onion rings 3. battered vegetables 4. rosettes (cookies) c. Demonstrate the effect on foods of too cold or too hot fat. d. Show film, "Deep Fat Frying" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary After mastering deep-frying skills, you have completed entry-level skills in short-order cooking. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Short-Order Cook	**DUTY No.** H
	TASK No. 3

TASK: Prepare eggs using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of eggs to cook -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Cooked eggs according to supervisor's directions		
a. Hard cooked	____	____
b. Poached -	____	____
c. Fried -	____	____
d. Scrambled -	____	____
e. Omelet -	____	____
5. Processed the cooked eggs for immediate use or storage -	____	____
6. Cleaned the work station -	____	____
7. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
Sauce pan, stock pot, saute pan, grill or griddle, egg poacher, steam table pans, spatula.

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER H3

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions of egg cookery. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review The egg is an inexpensive, versatile food which lends it to a large variety of preparations. Overview Prepare eggs in a variety of ways according to industry standards. Presentation a. Define and discuss terms related to egg cookery such as: omelet, shirred custard, eggs Benedict, etc. b. Demonstrate the preparation of: poached eggs, omelete, scrambled eggs, soft-cooked eggs and hard cooked eggs, fried eggs (short-order). c. Show film, "Give Your Eggs a Break" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Eggs are prepared by all the basic cooking methods; moist, dry and in fat. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Duties of Short-Order Cook	**DUTY No.** H
	TASK No. 4

TASK: Prepare cold sandwiches using standardized recipes, tools and equipment needed to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and amount of sandwiches to prepare -	____	____
2. Assembled all food items and tools for the task -	____	____
3. Prepared sandwich fillings when needed -	____	____
4. Portioned out the various sandwich ingredients -	____	____
5. Arranged the work area in an efficient way to mass produce similar types of sandwiches -	____	____
6. Assembled sandwiches -	____	____
7. Cut sandwiches in the prescribed uniform fashion -	____	____
8. Wrapped sandwiches securely for storage; or plated up for service -	____	____
9. Followed all task-related safety and sanitation requirements -	____	____
10. Cleaned the work area -	____	____
11. Returned all equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
Knives, cutting boards, spreaders, scoops, refrigerators, slicer, mixer, bowls, spatula.

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, & Cafeterias.
Ray & Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
Nest, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.
Thomas: Winning Sandwiches for Menu Makers.

DUTY/TASK NUMBER H4

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for sandwich preparation. b. Practice making various sandwiches. Evaluate garnish, neatness, flavor, compatability. c. Set-up a sandwich station. Tell how you set it up for maximum motion economy. d. Study the principles for motion economy.	Review Sandwiches are very popular light luncheon dishes. Overview Prepare cold sandwiches according to industry standards. Presentation a. Define and discuss sandwich terms such as: delicatessen, sandwich, club sandwich, monte cristo, submarine, etc. b. Hand-out a chart entitled "Standards for a Good Sandwich." c. Demonstrate sandwich station set-up including all necessary equipment. d. List the parts of a sandwich and give examples for sandwich variations. e. Analyze the sandwich station for the most efficient work range. Show flow of work. f. Show film, "Sandwich Preparation and Presentation" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Sandwich making becomes a more important skill as its popularity increases. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

COOK
313.361-014

Prepares, seasons, and cooks soups, meats, vegetables, desserts, and other foodstuffs for consumption in hotels and restaurants: Reads menu to estimate food requirements and orders food from supplier or procures it from storage. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters, and steam kettles. Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment, such as blenders, mixers, grinders, slicers, and tenderizers, to prepare soups, salads, gravies, desserts, sauces, and casseroles. Bakes, roasts, broils, and steams meats, fish, vegetables, and other foods. Adds seasoning to foods during mixing or cooking, according to personal judgement and experience. Observes and tests food being cooked by tasting, smelling, and piercing with fork to determine that it is cooked. Carves meats, portions food on serving plates, adds gravies, sauces, and garnishes servings to fill orders. May supervise other cooks and kitchen employees. May wash, peel, cut, and shred vegetables and fruits to prepare them for use. May butcher chickens, fish and shellfish. May cut, trim, and bone meat prior to cooking. May bake bread, rolls, cakes, and pastry BAKER (hotel & rest.). May price items on menu. Usually found in establishments having only a few employees. May be designated according to meal cooked or shift worked as COOK, DINNER (hotel & rest.); COOK, MORNING (hotel & rest.); or according to food item prepared as COOK, ROAST (hotel & rest.); or according to method of cooking as COOK, BROILER (hotel & rest.). May substitute for and relieve or assist other cooks during emergencies or rush periods and be designated COOK, RELIEF (hotel & rest.). May prepare and cook meals for institutionalized patients requiring special diets and be designated as FOOD-SERVICE WORKER (hotel & rest.). Additional titles: COOK, DESSERT (hotel & rest.); COOK, FRY (hotel & rest.). COOK, NIGHT (hotel & rest.); COOK SAUCE (hotel & rest.); COOK, SOUP (hotel & rest.); COOK, SPECIAL DIET (hotel & rest.); COOK, VEGETABLE (hotel & rest.).

DUTY: Performing Tasks of Cook	DUTY No. I
	TASK No. 1

TASK: Prepare basic stocks using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determine the type and quantity of basic stock to prepare -	____	____
2. Collected equipment and food items required by the standardized recipe -	____	____
3. Followed all task-related safety and sanitation requirements -	____	____
4. Prepared ingredients according to recipe specifications -	____	____
5. Combined prepared ingredients according to recipe specifications -	____	____
6. Cooked stock according to recipe specifications -	____	____
7. Skimmed fat and scum from the surface of the stock -	____	____
8. Strained the stock with a china cup and/or cheese cloth to remove undesirable particles -	____	____
9. Processed the stock for immediate use or storage -	____	____
10. Cleaned the work station -	____	____
11. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's directions and recipe specifications.

TOOLS AND EQUIPMENT:

Stock pot, spoons, hand meat saw, knives, cutting boards, china cup, range

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER | 11

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in stock cookery. b. Extract a brown stock using beef bones. c. Practice the stock making procedure - memorizing the steps.	Review The extraction of liquifiable foods is the basis of stock cookery. Overview Prepare basic stocks for use in soups and sauces using bones, meat trimmings and vegetables. Presentation a. Define terms used in stock preparation such as clarify, trimmings, stock pot, consomme, skim. b. Demonstrate the preparation of a brown stock and a white stock. Hand-out a recipe, list of materials and a step-by-step procedure for students to follow along. c. Clarify stock into a consomme. d. View film "Stocks and Soups" National Education Media (NEM), Encino, CA. Exercise Have students practice the skill they have learned. See student learning activities. Summary A good stock is the basis for quality sauce and soup cookery. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook

DUTY No. I

TASK No. 2

TASK: Prepare soups using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of soup to prepare-	____	____
2. Collected equipment and food items required by the standardized recipe -	____	____
3. Followed task-related safety and sanitation requirements -	____	____
4. Prepared ingredients for the soup according to recipe specifications -	____	____
5. Combined ingredients according to recipe directions -	____	____
6. Cooked soup according to recipe directions -	____	____
7. Processed finished soup for immediate service or storage -	____	____
8. Cleaned the work station -	____	____
9. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's directions and recipe specifications.

TOOLS AND EQUIPMENT:

stock pot, sauce pan, knives, cutting board, range, steam-jacket kettle, china cup, spoons, wire whip

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER I2

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in soup cookery. b. Prepare a roux. c. Practice preparation of given soup recipes.	Review Because of the increased popularity of soups it has become a good merchandising item. Overview Prepare soups using the prepared stock and other ingredients to supply the establishment's needs. Presentation a. Define terms used in soup preparation such as clear soup, thickened soup, roux, broth, bouillon, etc. b. Demonstrate the preparation of key soup types: clear, thickened, pureed. Handout recipes, materials needed and procedures for students to follow along. c. Demonstrate the preparation of a roux. d. View film "Stocks and Soups" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Soups allow for much creativity in planning. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	DUTY No. I
	TASK No. 3

TASK: Prepare sauces/gravies using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of sauce/gravies to be prepared -	____	____
2. Collected equipment and food items required by the standardized recipe -	____	____
3. Followed task-related safety and sanitation requirements -	____	____
4. Prepared recipe ingredients for cooking as directed by recipe -	____	____
5. Combined ingredients according to recipe specifications -	____	____
6. Cooked sauce/gravies ingredients, when required by recipe directions -	____	____
7. Processed the sauce/gravy for immediate use or storage -	____	____
8. Cleaned the work station -	____	____
9. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and recipe specification.

TOOLS AND EQUIPMENT:

Stock pot, sauce pan, range, knives, cutting board, wire whip, steam-jacket kettle, china cup

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER I3

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in sauce preparation. b. Prepare a "mother" sauce which requires a roux. Prepare other sauces from the "mother" sauce. c. Practice making a Hollandaise. Know what an emulsion is and how to achieve it. d. Make a list of other sauces that can be prepared from the mothers. Tell what food items they should be served with.	Review The difference between a sauce or a soup very often lies in its texture. Overview Prepare sauces/gravies using the prepared stock and other ingredients to supply the establishment's needs. Presentation a. Define and discuss the "mother" or basic sauces. b. Define terms in sauce preparation. c. Demonstrate the preparation of Hollandaise sauce. d. Demonstrate the procedures for making one of the "mother" sauces. Show how the "mother" sauce is the basis for making a host of other sauces. e. Determine the differences between sauces and gravies. Exercise Have students practice the skill they have learned. See student learning activities. Summary Quality sauce preparation requires fresh ingredients, an understanding of the procedure, and careful, systematic work. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	DUTY No. I
	TASK No. 4

TASK: Roast food items using a standardized recipe and all tools and equipment needed to suppy the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

		Yes	No
1.	Determined the type and quantity of food to be roasted -	____	____
2.	Collected all equipment and food items required by the roasted meat recipe -	____	____
3.	Prepared the food item for roasting according to the recipe directions -	____	____
4.	Followed all task-related safety and sanitation regulations -	____	____
5.	Operated the roasting equipment according to the operator's manual during the roasting process -	____	____
6.	Roasted the food item according to recipe directions for cooking time, temperature, reasonsings, and basting procedure -	____	____
7.	Used a meat thermometer during the roasting procedure to determine exact internal temperature designating degree of doneness -	____	____
8.	Processed and roasted food for immediate service or storage -	____	____
9.	Cleaned the work station -	____	____
10.	Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

roast pans or braziers, oven, oven thermometer, meat thermometer, meat fork, hot pads, meat slicer - electric

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER | I4

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for roasting. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review Proper roasting provides appetizing, tasty, juicy and easy to eat high quality meats and poultry. Overview Roast food items using a meat thermometer according to industry standards. Presentation a. Define and discuss roasting terms such as larding, barding, filet, rack, score, etc. b. Demonstrate: (1) trussing and roasting a chicken. (2) trimming and larding a beef tenderloin. (3) preparing a pork roast. (4) trimming, preparing and tying of rib roast. c. View film "Roasting" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary In order to produce a high quality roasted product, high quality meats and roasting techniques are essential. Summarize what has been learned: - how it fits into the total job description - how it fits with otherjob tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	**DUTY No.** I
	TASK No. 5

TASK: Braise food items using a standardized recipe and all tools and equipment needed to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of food to be braised -	____	____
2. Collected equipment and food items specified by the braised meat recipe -	____	____
3. Prepared the food item for braising according to recipe directions -	____	____
4. Followed task related safety and sanitation requirements -	____	____
5. Operated the braising equipment according to operator's manual -	____	____
6. Processed the braised food for immediate service or storage -	____	____
7. Cleaned the work station -	____	____
8. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators have been performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
braziers, roasting pans, ovens, kitchen spoons, meat fork

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER | I5

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for braising. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review Braising is a process done to tenderize lesser cuts of meats. Overview Braise food items according to industry standards. Presentation a. Define and discuss braising terms such as roulade, scored, pot-roast, etc. b. Demonstrate: (1) preparing swiss steak. (2) preparing beef roulades. c. View film "Braising and Stewing" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Proper braising techniques and medium quality meats can be combined to produce a quality product. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	**DUTY No.** I
	TASK No. 6

TASK: Broil food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of food to broil -	____	____
2. Collected equipment and food items specified by the recipe -	____	____
3. Prepared the item for broiling according to recipe directions -	____	____
4. Followed all task-related safety and sanitation requirements -	____	____
5. Operated the broiling equipment according to the operator's manual directions -	____	____
6. Broiled the item to specified degree of doneness -	____	____
7. Processed broiled item for immediate use or storage -	____	____
8. Cleaned the work area -	____	____
9. Returned equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

broiler, tongs, long meat fork

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER | I6

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions for broiling. b. Practice preparing demonstrated food items. c. Identify the check point for doneness on broiled meats. d. Keep a file of product recipes.	Review Broiling is an important dry heat cooking method. Overview Broil food items according to industry standards. Presentation a. Define and discuss broiling terms such as: brochette, sear, rare, medium, well-done, etc. b. Demonstrate preparation of foods to be broiled, i.e., trimmed, seasoned, slightly oiled. Demonstrate broiling techniques using equipment. Show: (1) steps in broiling a steak. (2) broiling a brochette. c. Discuss rare, medium, well-done. Time the broiling of a steak to each degree of doneness. Use a stop watch. d. Show film "Broiling" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Broiling to the order is an important and popular form of a la carte cookery. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook

DUTY No. I

TASK No. 7

TASK: Saute food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined the type and quantity of food to saute -	____	____
2. Collected equipment and food items specified by the recipe -	____	____
3. Prepared the item for sauteing according to recipe directions -	____	____
4. Followed task related safety and sanitation requirements -	____	____
5. Operated the sauteing equipment according to operator's manual or preheat a skillet which will hold a single layer of food to saute -	____	____
6. Heated the fat for sauteing according to recipe directions -	____	____
7. Cooked the item to recipe specifications in the shallow, heated oil -	____	____
8. Drained the sauteed item -	____	____
9. Processed the sauteed item for immediate use or storage -	____	____
10. Cleaned the work station -	____	____
11. Returned equipment to proper storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

saute pan, tilting fry kettle, spatulas, kitchen fork

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER I7

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in sauteing. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review Sauteing both meats and vegetables has become a very popular method of cookery. Overview Saute food items according to industry standards. Presentation a. Discuss the principle of sauteing. b. Define and discuss sauteing terms such as flip frying, deglazing, scampi, prawn, etc. c. Demonstrate sauteing various foods such as: (1) fresh vegetables. (2) Chicken sauted with mushrooms. d. Show film "Sauteing and Pan Frying" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary By applying the sauteing process, the learner can create new dishes reflecting his own artistry. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook

DUTY No. I

TASK No. 8

TASK: Prepare stews using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined type and quantity of food to stew -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Prepared the item for cooking according to recipe directions -	____	____
4. Used the recommended moist-heat equipment called for by the recipe directions (i.e., steam equipment; stewing pans, braising equipment) -	____	____
5. Followed operator's manual directions for any special equipment -	____	____
6. Followed all task related safety and sanitation requirements -	____	____
7. Cooked the item according to recipe directions -	____	____
8. Processed the item for storage or immediate use -	____	____
9. Cleaned the work station -	____	____
10. Returned all equipment and supplies to designated storage area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:
steamer, roasting or braizing pans, oven

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER I8

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in stewing procedures. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review The term "stew" can be a method of cooking or a completed food item. Overview Stew food items and prepare stews according to industry standards. Presentation a. Define and discuss stewing terms such as bisque, curry, ragout, casserole, goulash, etc. b. Demonstrate stewing food items such as: (1) basic beef stew. (2) Beef Bourguignonne. c. Demonstrate variations of stews such as: (1) Hungarian Goulash. (2) Broccoli Casserole. (3) Chicken Fricassee. d. Show film "Braising and Stewing" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Stews and its variations can become a chef's best creation if the basic rules for preparation are followed. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	**DUTY No.** I
	TASK No. 9

TASK: Poach food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined type and quantity of food to poach -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Prepared food items for cooking according to recipe directions -	____	____
4. Used the recommended poaching equipment called for by the recipe -	____	____
5. Followed all task related safety and sanitation requirements -	____	____
6. Poached food according to recipe directions -	____	____
7. Processed poached item for storage or immediate use -	____	____
8. Cleaned the work station -	____	____
9. Returned all equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and recipe specifications.

TOOLS AND EQUIPMENT:
egg poacher, fish poacher, wok, stock pot, strainer, or skimmer

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Nicolas: The Complete Cookbook of Fish and Shellfish.

DUTY/TASK NUMBER I9

Student Learning Activities	Teacher Activities
Exercise a. Know the principle of poaching. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review Poaching is cooking foods in simmering water to retain shape and texture. Overview Poach food items according to industry standards. Presentation a. Discuss the principle of poaching. b. Demonstrate poaching techniques in preparing: (1) poached eggs. (2) poached whole fish. c. Show film "Simmering and Poaching" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary Proper poaching techniques are essential in the preparation of certain dishes. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	**DUTY No.** I
	TASK No. 10

TASK: Steam food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Determined type and quantity of food to steam -	____	____
2. Collected equipment and food items required by the recipe -	____	____
3. Prepared food items for steaming according to recipe directions -	____	____
4. Used the recommended moist-heat equipment called for by the recipe directions (i.e., steam equipment; stewing pans; braising equipment) -	____	____
5. Followed operator's manual directions for any special steam equipment used -	____	____
6. Followed all task related safety and sanitation requirements -	____	____
7. Steamed food items according to recipe directions -	____	____
8. Processed steamed items for storage or immediate use -	____	____
9. Cleaned the work station -	____	____
10. Returned all equipment to proper storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions and recipe directions.

TOOLS AND EQUIPMENT:
steamer, wok, pressure cooker, perforated double boiler, perforated and non perforated steam table pans

RESOURCES:
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER I10

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in steaming. b. Practice preparing demonstrated food items. c. Keep a file of product recipes.	Review Steaming food items preserves nutrients, color, and shape. Overview Steam food items according to industry standards. Presentation a. Discuss and define terms related to steaming such as; vitamin, "al dente', carotene, etc. b. Discuss the principle of steaming and how it affects nutritional value. Emphasize timing in proper vegetable preparation. c. Demonstrate steam equipment by preparing: (1) frozen vegetables. (2) fresh vegetables. Exercise Have students practice the skill they have learned. See student learning activities. Summary In vegetable cookery, vitamin retention must be the main objective. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preparing Tasks of Cook	**DUTY No.** I
	TASK No. 11

TASK: Prepare starchy food items using a standardized recipe and all tools and equipment necessary to supply the establishment's needs.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined type and quantity of pasta, rice or potato product to prepare -	____	____
2. Assembled all equipment and food items required by the recipe -	____	____
3. Followed all task related safety and sanitation requirements -	____	____
4. Cooked food item according to recipe -	____	____
5. Processed the cooked item for storage or immediate use -	____	____
6. Cleaned the work station -	____	____
7. Returned all equipment and supplies to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to recipe specifications and supervisor's directions.

TOOLS AND EQUIPMENT:

steam-jacketed kettle, stock pot, strainer, china cup, range, tongs, strainer

RESOURCES:

Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.
Ray and Dondi: Professional Cooking and Baking.
Culinary Institute of America: The Professional Chef.
Kotschever: Quantity Food Production.
West, et al: Food for Fifty.
Wolfe: Cooking for the Professional Chef.

DUTY/TASK NUMBER | III

Student Learning Activities	Teacher Activities
Exercise a. Know terms and definitions in starch cookery. b. Identify pasta shapes and names. c. Practice preparing demonstrated food items. d. Keep a file of product recipes.	Review Starches are inexpensive, nourishing, and filling. Overview Prepare starch food items such as rice, potatoes, and pasta according to industry standards. Presentation a. Discuss the need for starches in diets. b. Define and discuss starch food terms such as: risotto, paella, Lyonnaise, al dente, staple, canneloni, etc. c. Prepare a display of pasta shapes and names. d. List various potato preparations and what makes them different. e. Demonstrate: (1) Duchess Potatoes. (2) cooking pasta. (3) cooking rice. Exercise Have students practice the skill they have learned. See student learning activities. Summary Starch products are versatile, inexpensive, and can be a basis for creativity. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be trasnferred to other skills or products

DINING ROOM ATTENDANT
311.677-018

Performing any combination of the following duties to facilitate food service: Carries dirty dishes from dining room to kitchen. Replaces soiled table linens and sets tables with silverware and glassware. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room. Supplies service bar with food, such as soups, salads, and desserts. Serves ice water and butter to patrons. Cleans and polishes glass shelves and doors of service bars and equipment, such as coffee urns and cream and milk dispensers. Makes coffee and fills fruit juice dispensers. Runs errands and delivers food orders to offices and is designated RUNNER (hotel & rest.). May transfer food and dishes between floors of establishment, using dumbwaiter. May be designated according to type of activity or area of work as CLEAN-UP HELPER, BANQUET (hotel & rest.); COUNTER DISH CARRIER (hotel & rest); GLASS WASHER AND CARRIER (hotel & rest.); ROOM SERVICE ASSISTANT (hotel & rest.). Additional Titles: DISH CARRIER (hotel & rest.); STEAMTABLE WORKER (hotel & rest); TABLE SETTER (hotel & rest); WATER SERVER (hotel & rest).

DUTY: Performing Tasks of Dining Room Attendant	**DUTY No.** J
	TASK No. 1

TASK: Supply the service station using all necessary tools, equipment, and food supplies to ensure service area readiness.

ACHIEVEMENT INDICATORS: The learner	Yes	No
1. Cleaned and sanitized the service station -	____	____
2. Restocked dishes, glassware, flatware and paper products to refill sidestand -	____	____
3. Stored dishes and glassware according to size in designated areas-	____	____
4. Inspected all china, glass, and flatware for spots, cracks and chips -	____	____
5. Located and supplied the service station with special service equipment for the dining room -	____	____
6. Cleaned and refilled condiment servers such as salt, pepper, sugar, servers and sauce bottles -	____	____
7. Had cleaning cloths and spray solutions ready for use but not near food at the service station -	____	____
8. Kept service station organized and orderly -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the supervisor's directions.

TOOLS AND EQUIPMENT:

Side stand or service station, dishes, flatware, glassware, paper products, salt and pepper shakers and other condiment containers

RESOURCES:

Aikin: The Waiter/Waitress Manual
Cornell Press: The Essentials of Good Table Service
Lehman: Dining Room Service
Dietz: Correct Waitress
Ireland: The Restaurant Manager's Waitress Training Manual
Dalemer & Kahl: The Waiter/Waitress Training Manual

DUTY/TASK NUMBER J1

Student Learning Activities	Teacher Activities
Exercise a. Read chapters on service station work in "The Correct Waitress." b. Observe diagram on the service station. c. Practice setting up the service station.	Review Stocking the service station assures a smooth running dining room operation. Overview Set up the service station with all necessary items such as glassware, ice, flatware, napkins, etc. Presentation a. Provide a hand-out of what items are to be stocked in the service station. b. Draw a diagram of where items should be placed on the service station. c. Discuss proper cleaning and sanitizing techniques. Include the importance of inspecting china and glassware for chips and cracks. Exercise Have students practice the skill they have learned. See student learning activities. Summary Duties of the waiter/waitress include stocking the service station and have it ready for use. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Dining Room Attendant	**DUTY No.** J
	TASK No. 2

TASK: Set standard meal covers using all flatware, dishware and other appointments needed for guest service.

ACHIEVEMENT INDICATORS: The learner	Yes	No
1. Looked to see if the table and chairs have been cleaned -	____	____
2. Checked with the supervisor to determine the number of meal covers to set, as well as which standard cover to use:		
a. Breakfast cover -	____	____
b. Luncheon cover -	____	____
c. Dinner cover -	____	____
d. Buffet service -	____	____
e. Special item set-ups -	____	____
3. Collected all the flatware, dishware, glassware, condiment containers, etc. necessary to set the standard cover chosen -	____	____
4. Inspected each placesetting for clean and spot-free flatware and china -	____	____
5. Checked to see that all condiment containers were cleaned and filled -	____	____
6. Checked to see that all the covers are uniformly set according to the establishment's guidelines for the type of cover being used -	____	____

CRITERIA: Competence in the task will be recognized when the achievemnt indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:

Flatware, dishware, table appointments, tables, chairs, linen, glassware, condiment containers, ashtrays

RESOURCES:

Aikin: The Waiter/Waitress Manual
Cornell Press: The Essentials of Good Table Service
Lehman: Dining Room Service
Dietz: Correct Waitress
Ireland: The Restaurant Manager's Waitress Training Manual
Dalemer & Kahl: The Waiter/Waitress Training Manual

DUTY/TASK NUMBER J2

Student Learning Activities	Teacher Activities
Exercise a. Identify and describe the type of table service used in your establishment. b. Using a drawing, show a correctly set cover for your establishment. c. Practice setting up a table including linen, napkins, dishes and glassware. Also condiment arrangement.	Review An attractively set table is an asset to any food service establishment. Overview Set standard meal covers using all linens, flatware and dishware. Presentation a. Form small groups and demonstrate the various types of table service. b. Demonstrate standard covers for breakfast, lunch and dinner (also buffet). c. View a filmstrip on table settings. Exercise Have students practice the skill they have learned. See student learning activities. Summary A good waiter/waitress can recognize various types of table settings. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Dining Room Attendant	DUTY No. J
	TASK No. 3

TASK: Clear the table using appropriate equipment, tools, and techniques to maintain rapid guest turnover and an appropriate environment.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Positioned a tray stand or bus cart at the table to be cleaned -	___	___
2. Followed all task-related safety and sanitation requirements -	___	___
3. Worked quietly to avoid disturbing the guests -	___	___
4. Picked up all of one item (such as flatware) before starting to clear another type of dishware - placed flatware in separate container on cart or at one end of tray -	___	___
5. Cleared utensils and glassware by picking up near handles or bases -	___	___
6. Cleared dishware by picking up near the rim -	___	___
7. Stacked plates according to size from large to small (largest plate in center of tray) -	___	___
8. Emptied liquids, solids, or cigarette remains from dishware into container before stacking (on top plate if using trays) -	___	___
9. Avoided high stacks of glassware or china -	___	___
10. Washed and sanitized the table surface -	___	___
11. Straightened table appointments and replaced ashtrays -	___	___
12. Removed loaded cart on tray to dishroom area -	___	___

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:

Tools and equipment tray-stand, tray, buscart, sanitizing solution, wiping clothes

RESOURCES:

Aikin: The Waiter/Waitress Manual.
Cornell Press: The Essentials of Good Table Service.
Lehrman: Dining Room Service.
Dietz: Correct Waitress.
Ireland: The Restaurant Manager's Waitress Training Manual.
Dalemar & Kahl: The Waiter/Waitress Training Manual.

DUTY/TASK NUMBER J3

Student Learning Activities	Teacher Activities
Exercise a. Observe bussing demonstration. b. Practice how to clear a table and set-up for reuse both quickly and efficiently.	Review Fast efficient bussing of tables insures rapid turnover. Overview Bus guest tables to maintain rapid turnover and an appropriate dining environment. Presentation a. Show set-up of tools and equipment used in bussing. b. Demonstrate bussing techniques (example - removing utensils and glassware and emptying liquids). c. Show how to change linens with a minimum of disruption to other guests. d. Demonstrate napkin folding techniques. e. Show NRA filmstrip "The Smart Waitress." f. Show film "Bussing." (NEM) Exercise Have students practice the skill they have learned. See student learning activities. Summary After mastering bussing techniques, you have acquired entry-level skills for a dining room attendant job. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

WAITER/WAITRESS
311.477-030

Serves food to patrons at counters and tables of coffeeshops, lunchrooms, and other dining establishments where food service is informal. Presents menu, answers questions, and makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to fufill any additional request and to perceive when meal has been completed. Total bill and accepts payment or refers patron to CASHIER (clerical) II. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course DINING ROOM ATTENDANT (hotel & rest.).

DUTY:	Performing Tasks of Waiter/Waitress	DUTY No. K
		TASK No. 1

TASK: Greet/seat guests using all courtesies, menus, and seating charts necessary to provide for the guest's comfort.

ACHIEVEMENT INDICATORS: The leaner

	Yes	No
1. Used appropriate opening greeting and portrayed a warm friendly attitude -	____	____
2. Determined the number of guests in the party -	____	____
3. Inquired if smoking or non-smoking area was preferred -	____	____
4. Asked or otherwise decided if special arrangements are needed for small children or physically handicapped guests -	____	____
5. Chose which table to seat guests at -	____	____
6. Led the guests to the chosen table at a pace slow enough for them to follow -	____	____
7. Helped to seat the guests in a socially approved manner -	____	____
8. Presented each of the guests with a menu -	____	____
9. Worked quickly and efficiently to prevent long waits for other in-coming guests -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:

Menus, tables, chairs, high chairs, or seat boosters, "Wait to be Seated" sign.

RESOURCES:

Aikin: The Waiter/Waitress Manual
Cornell Press: The Essentials of Good Table Service
Lehman: Dining Room Service
Dietz: Correct Waitress
Ireland: The Restaurant Manager's Waitress Training Manual
Dalemer & Kahl: The Waiter/Waitress Training Manual

DUTY/TASK NUMBER K1

Student Learning Activities	Teacher Activities
Exercise a. Practice the procedure used in the establishment to greet and seat guests. b. Role play situation involving "getting along with the public." Show a poor way; then follow with an improved way.	Review Front of the house employees provide the image of the restaurant that the customer remembers best. Overview Learn to greet and seat guests and provide for their comfort. Presentation a. Using role playing, demonstrate the role of approaching guests. Ask appropriate questions to determine needs of guest (Example: Smoking or non-smoking, high chair, etc.). b. Show film on the role of host/ hostess. Discuss. c. View film "The Customer." (MRA) d. "The Smart Waitress" (MRA) Summary Welcoming guests appropriately sets the tone for the entire dining experience. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Waiter/Waitress

DUTY No. K

TASK No. 2

TASK: Write the guest's order using a guest check, knowledge of the menu and any suggestive selling techniques necessary to obtain the guest's order.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Filled out control information necessary (i.e., server's name or initials, table number or station, guest number, etc.) -	___	___
2. Decided which guest to start taking orders from using socially accepted method or supervisor's directions -	___	___
3. Was prepared to offer the following information about the menu:		
a. Preparation methods and ingredients -	___	___
b. Correct pronunciation of each term or item -	___	___
c. Length of time for preparation -	___	___
d. Price -	___	___
e. Special-of-the-day -	___	___
f. Daily soup, vegetable, dessert or other menu item -	___	___
4. Listed guest's menu selections on the designated line of the guest check -	___	___
5. Used suggestive selling techniques -	___	___
6. Used truthful information regarding menu items - .	___	___
7. Used legible handwriting in filling out the guest check -	___	___
8. Used the establishment's menu abbreviations -	___	___
9. Check "low and out" board with supervisor about availability of all menu items -	___	___
10. Repeated guest's order to verify accuracy -	___	___
11. Took orders in prescribed rotation -	___	___
12. Placed the orders at the appropriate work station -	___	___

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:
Name tag, pen, guest check book

RESOURCES:
Aikin: The Waiter/Waitress Manual.
Cornell Press: The Essentials of Good Table Service.
Lehrman: Dining Room Service.
Dietz: Correct Waitress.
Ireland: The Restaurant Manager's Waitress Training Manual.
Dalemar & Kahl: The Waiter/Waitress Training Manual.

DUTY/TASK NUMBER K2

Student Learning Activities	Teacher Activities
Exercise a. Be informed about the restaurant menu. Know preparation methods and time involved, specials, etc. Practice in small groups quizing one another. b. Memorize menu abbreviations used by the establishment. c. Practice taking and writing the guest's order on student guests. Be informative and accurate.	Review Recording the guest's menu selections starts the process of guest service. Overview Obtain the guest's order by sharing menu information and using suggestive selling. Presentation a. Demonstrate how to write a guest check recording all information. b. Discuss order taking techniques (i.e., which guest to start taking order from, etc.). c. Provide an outline of menu items. Have students fill in selling information such as: How long to prepare a burger? What type of meat is used? Price of menu items, correct pronunciation, salad dressing offerings! d. Show procedure for placing guest orders in the kitchen. e. Show film "Taking the Order" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary The guest check is the written form of communication between the front and back of the house. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Waiter/Waitress	**DUTY No.** K
	TASK No. 3

TASK: Carry a loaded tray using the proper techniques, food items, tools and equipment needed to serve the guest's order.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Assembled food items and equipment on a clean tray -	____	____
2. Placed heaviest plates in center of tray -- or at the end of the tray if the tray is to be carried above the shoulder -	____	____
3. Placed low dishes similar in shape near outside edge of the tray -	____	____
4. Placed liquids, tall utensils, or hot food items near the center of the tray -	____	____
5. Limited the amount of items on the tray to a manageable load -	____	____
6. Rechecked guest's order for completeness and accuracy -	____	____
7. Transported the loaded tray from food assembly out to dining room using a steady, even stride and moving to the right when passing any other person -	____	____
8. Announced presence when other workers appeared not to notice - (i.e., "passing", "behind you", etc.) -	____	____
9. Served the orders according to establishment service procedures (i.e., beverages are served from the right; entrees are served from the left; each course is removed before the service of the next course) -	____	____
10. Checked with guests soon after service to verify that the order was complete and to their satisfaction -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:
tray, traystand

RESOURCES:
Aikin: The Waiter/Waitress Manual.
Cornell Press: The Essentials of Good Table Service.
Lehrman: Dining Room Service.
Dietz: Correct Waitress.
Ireland: The Restaurant Manager's Waitress Training Manual.
Dalemer and Kahl: The Waiter/Waitress Training Manual.

DUTY/TASK NUMBER K3

Student Learning Activities	Teacher Activities
Exercise a. Practice tray carrying techniques. b. Role-play service techniques at a table for four. Have "guests" critique the job of the waiter/ waitress.	Review Tray service is one method of serving the order to the guest. Overview Carry and serve the guest's order using proper tray and service techniques. Presentation a. Demonstrate the procedure for tray carrying. b. Discuss and demonstrate service procedures (i.e., serve beverages from right, remove dishes before serving next course, etc.). c. Use "the correct waitress" for reference. d. Give lessons in the proper way to serve certain dishes. Exercise Have students practice the skill they have learned. See student learning activities. Summary The mastery of service skills will increase waiter/waitress employability. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Preforming Tasks of Waiter/Waitress	**DUTY No.** K
	TASK No. 4

TASK: Prepare beverages using all necessary containers, tools and equipment to complete guest's order.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined the type and quantity of beverage to prepare -	____	____
2. Collected all beverages, containers and equipment necessary -	____	____
3. Brewed coffee -	____	____
4. Brewed single and multiple servings of hot and iced tea -	____	____
5. Used portion control containers and filled to designated serving line -	____	____
6. Garnished each beverage when required -	____	____
7. Provided each beverage with the appropriate spoon, straw or food accompaniment -	____	____
8. Operated equipment according to manufacturer's specifications -	____	____
9. Followed all task related safety and sanitation requirements -	____	____
10. Clean the work station and any equipment used -	____	____
11. Returned all tools and equipment to designated storage areas -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:
coffee urn, pour-through coffee maker, brushes, coffee and tea pots, flatware, glasses, cups and saucers

RESOURCES:
Kaplan: Elements of Food Production and Baking.
Culinary Institute of America: The Professional Chef.

DUTY/TASK NUMBER K4

Student Learning Activities	Teacher Activities
Exercise a. Know how to operate beverage making equipment. b. Role-play a coffee commercial entitled "Guess who makes the best cup of coffee?" c. For each beverage, prepare a list of equipment and food items needed to complete each job.	Review Service of quality beverages is essential to guest's satisfaction. Overview Prepare beverages to attain the quality standards of the establishment. Presentation a. Discuss quality standards for various beverages. b. Demonstrate how to operate beverage equipment. c. Taste-test various offerings of the establishment. Discuss methods of preparation. Exercise Have students practice the skill they have learned. See student learning activities. Summary Preparing beverages is part of the waiter/waitress skills and increases employability. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Waiter/Waitress	**DUTY No.** K
	TASK No. 5

TASK: Prepare ice cream items using a standardized recipe and all tools and equipment to complete guest's order.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined the type and quantity of ice cream items to prepare-	____	____
2. Collected all food items and equipment necessary -	____	____
3. Followed all task related safety and sanitation requirements -	____	____
4. Used portion control guides set by the supervisor when assembling each item -	____	____
5. Used dairy machines according to operator's manual -	____	____
6. Poured prepared ice cream beverages into the proper portion glass or cup to the designated serving line -	____	____
7. Garnished each item according to specifications -	____	____
8. Provided each item with the appropriate spoon, straw, or napkin -	____	____
9. Maintained a clean ice cream station during operation hours (i.e., water running in dipper well, etc.) -	____	____
10. Cleaned and sanitized each piece of equipment -	____	____
11. Cleaned and sanitized the work area -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to equipment manual directions or supervisor's directions.

TOOLS AND EQUIPMENT:
soft serve machine, shake machine, ice cream freezer, dipper well, dippers, sherbet dishes, blender, glasses

RESOURCES:
West, et al: Food for Fifty.
Haines: Food Preparation for Hotels, Restaurants, and Cafeterias.

DUTY/TASK NUMBER K5

Student Learning Activities	Teacher Activities
Exercise a. Operate ice cream machines and equipment as per teacher demonstration. b. Prepare items observing plating and garnishing procedures described. Critique your own work.	Review Offering ice cream menu items increases the marketability of the establishment's menu. Overview Prepare ice cream menu items to complete a guest's order. Presentation a. Provide specifications for ice cream products. b. Demonstrate how to use machines and equipment in preparing ice cream items. c. Make a display of ice cream menu items to show garnishing and plating techniques. d. Cost-out ice cream menu items to find out raw cost of product. Exercise Have students practice the skill they have learned. See student learning activities. Summary Learning the skills involved in preparing ice cream menu items increases employability skills in the waiter/waitress area. Summarize what has been learned. - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Waiter/Waitress	**DUTY No.** K
	TASK No. 6

TASK: Present the guest check using the completed check and a polite manner to initiate guest payment.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Determined whether the guest check is complete according to the establishment's policy (i.e., server name, table number, etc.) -	____	____
2. Inspected the check for legibility, accuracy and neatness -- rewrote the check when necessary after checking with supervisor -	____	____
3. Asked the guests if they would care for anything else -	____	____
4. Presented the guest check promptly to the appropriate guest in the prescribed manner -	____	____
5. Indicated to the guest that they would collect for the check if this was the establishment's policy -	____	____
6. Thanked the guests and invited them to return -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to supervisor's directions.

TOOLS AND EQUIPMENT:
ink pen, guest check

RESOURCES:
Aikin: The Waiter/Waitress Manual.
Cornell Press: The Essentials of Good Table Service.
Lehrman: Dining Room Service.
Dietz: Correct Waitress.
Ireland: The Restaurant Manager's Waitress Training Manual.
Dalemer and Kahl: The Waiter/Waitress Training Manual.

DUTY/TASK NUMBER K6

Student Learning Activities	Teacher Activities
Exercise a. Complete a guest check as per teacher demonstration. b. Role-play the closing of service. Have "guests" critique the waiter/ waitress's job.	Review Presenting the guest check is generally the last contact with the guest. Overview Present the completed guest check to initiate guest payment. Presentation a. Demonstrate how to complete the guest check using an overhead projector. b. Discuss promptness in presenting the guest check. c. Stress the importance of closing the service gracefully. Exercise Have students practice the skill they have learned. See student learning activities. Summary A neat and legible guest check is a written example of your pride in your job. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Tasks of Waiter/Waitress

DUTY No. K

TASK No. 7

TASK: Handle guest concerns promptly using a polite manner to insure the guest's satisfaction.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Was alert for guest irritations -	____	____
2. Determined the guest's problem in a polite, concerned manner -	____	____
3. Knew the establishment's procedure for handling guest concerns -	____	____
4. Left no guest complaint unattended -	____	____
5. Worked to correct the guest complaint quickly and in a concerned manner -	____	____
6. Checked back with the guest frequently to make sure they were content -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to establishment's procedures for handling guest concerns or supervisor's directions.

TOOLS AND EQUIPMENT:

RESOURCES:

Aikin: The Waiter/Waitress Manual.
Cornell Press: The Essentials of Good Table Service.
Lehrman: Dining Room Service.
Dietz: Correct Waitress.
Ireland: The Restaurant Manager's Waitress Training Manual.
Dalemer and Kahl: The Waiter/Waitress Training Manual.

DUTY/TASK NUMBER K7

Student Learning Activities	Teacher Activities
Exercise a. Know the steps to take in handling guest concerns as listed in the teacher discussion. b. Practice handling guest complaints by reading case studies and reacting to them. c. Practice handling guest concerns by role-playing as guest and waiter/ waitress. Have class members critique your handling of the situation.	Review If guest are not satisfied with their dining experience they may not return. Overview Insure the guest's satisfaction by handling any concerns they may have promptly and courteously. Presentation a. In small groups, role-playing problem situations that may occur (i.e., service too slow, food cold, steak improperly cooked.) Discuss the steps in handling problems with efficiency and a cool head. b. View a film on waiter/waitress training. c. Prepare case studies of guest concerns for students to react to. d. Show film "Courtesy: The Inside Story" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary A good waiter/waitress wants guests to be content as it adds to dining pleasure. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

CASHIER
211.462-010

Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals shown on cash register tape and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as CAFETERIA CASHIER (hotel & rest.); CASHIER, PARKING LOT (auto, ser.); DINING-ROOM CASHIER (hotel & rest.); SERVICE-BAR CASHIER (hotel & rest.); STORE CASHIER (clerical); or according to type of account as CASHIER, CREDIT (clerical); CASHIER, PAYMENTS RECEIVED (clerical). When working on same floor, and receiving money, making change, and cashing checks for sales personnel is designated FLOOR CASHIER (clerical). When making change for patrons at places of amusement other than gambling establishments, is designated CHANGE-BOOTH CASHIER (amuse. & rec.).

DUTY: Performing Tasks of Cashier

DUTY No. L

TASK No. 1

TASK: Operate the cash register/sales terminal using guest check and necessary equipment to complete the sales transaction.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Had the cashier's station stocked according to establishment's policy -	____	____
2. Operated the cash register/sales terminal according to the manufacturer's or supervisor's directions -	____	____
3. Run up sales according to established procedure, checking prices and arithmetic on each check -	____	____
4. Gave change back to guest following company procedures -	____	____
5. Was alert for counterfeit bills -	____	____
6. Handled checks and charges according to company policy -	____	____
7. Balanced the end of the day receipts according to company policy -	____	____
8. Found the cause of balancing errors -	____	____
9. Submitted all monies and receipts to supervisor at the end of the shift -	____	____
10. Closed and locked the cash register/sales terminal -	____	____
11. Cleaned the work station -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed according to the cash register's operations manual or supervisor's directions.

TOOLS AND EQUIPMENT:

cash register, computer sales terminal, cashier money box

RESOURCES:

Crawford and McDowell: Math Workbook Food Service/ Lodging.

DUTY/TASK NUMBER L1

Student Learning Activities	Teacher Activities
Exercise a. Read register operation booklet. b. Practice register operation. Receive "guest" checks to ring into the register. c. Count and tally daily receipts using play money. Record on appropriate forms. d. Practice making change with other class members.	Review Fast efficient and accurate cashiering skills are necessary for controlling monies taken in. Overview Operate the cash register and handle money accurately. Presentation a. Handout a check list showing register operation. Have students become familiar with terms in money handling (example: counterfiet, balancing, receipts, etc.). b. Demonstrate register operation. Show necessary form to be filled out. c. Show filmstrip on money handling (NEM). d. Demonstrate giving change. e. Show film "Handling Checks" (NEM). Exercise Have students practice the skill they have learned. See student learning activities. Summary After mastering cashiering techniques, you have acquired entry-level skills for a cashier position. Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

EMPLOYABILITY SKILLS

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 1

TASK: Investigate employment information using sources of employment information to identify employment opportunities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Developed a list of the prime sources of information concerning opportunities for employment -	____	____
2. Described special procedures, if any, required to utilize services, information, etc. -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 2

TASK: Identify job requirements using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed the significant requirements (health, physical, legal, education, etc.) of the appropriate occupation -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 3

TASK: Acquire wage benefit information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation -	____	____
2. Compared these wages and fringe benefits with other selected occupations - ·	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability SKills	DUTY No. M
	TASK No. 4

TASK: Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed and described the significant non-wage characteristics (e.g., shift requirements, union affiliation, apprenticeships. occupational hazards, characteristics of work environment, etc.) -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 5

TASK: Explore employment opportunities using available resources to describe local, regional, and national employment opportunities for an occupation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described the local, regional, and national employment opportunities for the appropriate occupation -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 6

TASK: Analyze career ladder using available resources to describe job progression in an occupation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described the career ladder associated with the appropriate occupational area -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 7

TASK:
Identify personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternatives.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Compared personal criteria with information about a job, further training or other alternatives -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 8

TASK: Prepare a resume using personal information to apply for a job according to a situation where a job application is necessary.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Prepared a resume -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 9

TASK: Write a letter of application using personal notes to apply/inquire about a job.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Wrote a letter of application/inquiry -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 10

TASK: Complete a job application using personal notes to apply for a job.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Completed a job application -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 11

TASK: Demonstrate appropriate dress using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described and/or dressed in the attire of the appropriate occupational area, including:		
a. Grooming -	____	____
b. Required health and safety equipment -	____	____
c. Uniforms -	____	____
d. Other _____	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** M
	TASK No. 12

TASK: Complete a job interview using communication and interpersonal skills to become employed.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described and/or demonstrated appropriate characteristics for job applicants including:		
a. Attire -	____	____
b. Grooming -	____	____
c. Conduct during the interview -	____	____
2. Described and/or demonstrated the interview process -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 13

TASK: Describe personal criteria using references to identify acceptable job offers.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Listed personal criteria (financial, social, etc.) which described a job offer -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 14

TASK: Demonstrate interpersonal skills to achieve successful relationships with others.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Identified probable causes for conflicts and at least one possible action to relieve the conflict -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 15

TASK: Identify source of continuing education for an occupation using available resources to identify career ladder alternatives.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described the types and sources of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. M
	TASK No. 16

TASK: Describe job termination procedures using a knowledge of the occupational area to leave a particular job.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described procedures and practices for terminating a job -	_____	_____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

TOOLS/EQUIPMENT LIST
BY D.O.T.

BASIC FOOD SERVICE PROCEDURES

Mop
Mop Bucket
Broom
Trash Container
Hot Pads
First Aid Kit
Fire Extinguisher
All Equipment in Food Service Lab
Assorted Knives
Blades from Machines
Heated Table
Cold Table
Salad Bar
Sneeze Guards
Lids
Refrigerators
Ovens
Thermometers

KITCHEN HELPER - 318,687-010

Mop
Mop Bucket
Spray Bottles
Wiping Cloths
3-Compartment Sink
Garbage Disposal
Pot Racks
Pot Brushes
Automatic Dish Machine
Hand Sink
Clean Dish Storage
Carts or Cabinets
Exhuast Hood
Water Temperature Booster

STOCK CLERK - 222.387-058

Scales
Shelving
Hand Truck or Cart
Refrigerator

BAKER HELPER - 313.684-010

Scales
Mixer
Muffin Pans
Rolling Pin
Sheet Pans

BAKER HELPER (con't)

Loaf Pans
Convection Oven
Work Table
Baker's Table
Refirgerator
Optional: Donut Machine
Donut Fryer
Measures
Pastry Brush
Dough Divider
Proof Box

PASTRY HELPER - 313.687-010

5 Quart Mixer
20 Quart Mixer
Scales
Portion Scoops
Baking Sheets
Confection Oven or Bake Oven
Pastry Bag
Rolling Pin
Cookie Cutters
Dough Cutter
Worktable
Baker's Table
Refrigerator
Mixing Bowls
Pastry Cutter (hand tool)
Dough Sheeter
Range
Bowl Scrapers
Saucepans
Spatulas
Steam Kettle
Pizza or Flutted Pastry Cutter
Knives
Corer
Jacket Kettle
Wire Whip
Assorted Cake Pans
Cake Decorating Supplies

COOK HELPER - 317.687-010

Assorted Knives (steel)
Cutting Boards
Assorted Scales
Assorted Measures
Vertical Chopper
Slicer Attachment for Mixer

COOK HELPER (con't)

Garbage Disposal
Work Tables
"Buffalo" Chopper
Other Cutting Tools
Poultry Shears
Clam Opening
Meat Tenderizer
Hand Meat Tenderizer
Pans
Ladles
Scoops
Pie Server
Spatulas
Sppons
Wire Whip
Bowls
Sheet Pans
Fryers
Ovens
Saute Pans
Deep Fryer
Heat Lamp

PANTRY GOODS MAKER - 317.684-014

Mixing Bowls
Spatulas or Bowl Scrapers
Spoons
Vertical-Cutter Machine
Hot Plate
Refrigerator
Knives
Cutting Boards
Plates
Platters
Trays
Mirrors
Mixer
Molds or Pans
Slicer or Slicer Attachment for Mixer
Blender
Hot and Cold Serving Lines
Salad Bars
Sneeze Guards
Tongs
Serving Spoons
Chafing Dishes
Soup Warner
Heat Lamps

SHORT ORDER COOK - 313.361-022

Grill or Griddle
Spatula
Grillscraper
Pot Brush
Grill Stone or Other Grill Cleaner
Deep Fryer
Heat Lamp
Steam Table Pans
Dredge
Sauce Pan
Stock Pot
Saute Pan
Egg Poacher
Knives
Cutting Boards
Spreaders
Scoops
Refrigerators
Slicer
Mixer
Bowls

COOK - 313.361-014

Stock Pot
Spoons
Hand Meat Saw
Knives
Cutting Boards
China Cup
Range
Sauce Pan
Steam-Jacket Kettle
Wire Whip
Roast Pans or Braziers
Oven
Oven Thermometer
Meat Thermometer
Meat Fork
Hot Pads
Meat Slicer - Electric
Broiler
Tongs
Long Meat Fork
Saute Pan
Tilting Fry Kettle
Spatulas
Kitchen Fork
Steamer

COOK (con't)

Egg Poacher
Fish Poacher
Wok
Stainer or Skimmer
Pressure Cooker
Perforated Double Boiler
Perforated and Non-Perforated
Steam Table Pans

DINING ROOM ATTENDANT - 311.677-018

Side Stand or Service Station
Dishes
Flatware
Glassware
Paper Products
Salt and Papper Shakers
Other Condiment Containers
Table Appointments
Tables
Chairs
Linen
Ashtrays
Buscart
Sanitizing Solution
Wiping Cloths

WAITER/WAITRESS - 311.477-030

Menus
Tables
Chairs
High Chairs or Booster Seats
"Wait to be Seated" Sign
Name Tag
Pen
Guest Check Book
Tray
Traystand
Coffee Urn
Pour-Through Coffee Maker
Brushes
Coffee and Tea Pots
Flatware
Glasses
Cups and Saucers
Soft Serve Machine
Shake Machine
Ice Cream Freezer
Dipper Well
Dippers

WAITER/WAITRESS (con't)

Sherbet Dishes
Blender

CASHIER - 211.462-010

Cash Register
Computer Sales Terminal
Cashier Money Box

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FILM SOURCES

(NEM) National Educational Media, Inc.
15760 Ventura Boulevard
Encino, California 91436

(MRA) Michigan Restaurant Association
30161 Southfield Road
Suite 300
Southfield, Michigan 48067

STUDENT ACHIEVEMENT RECORD

FOOD SERVICE

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

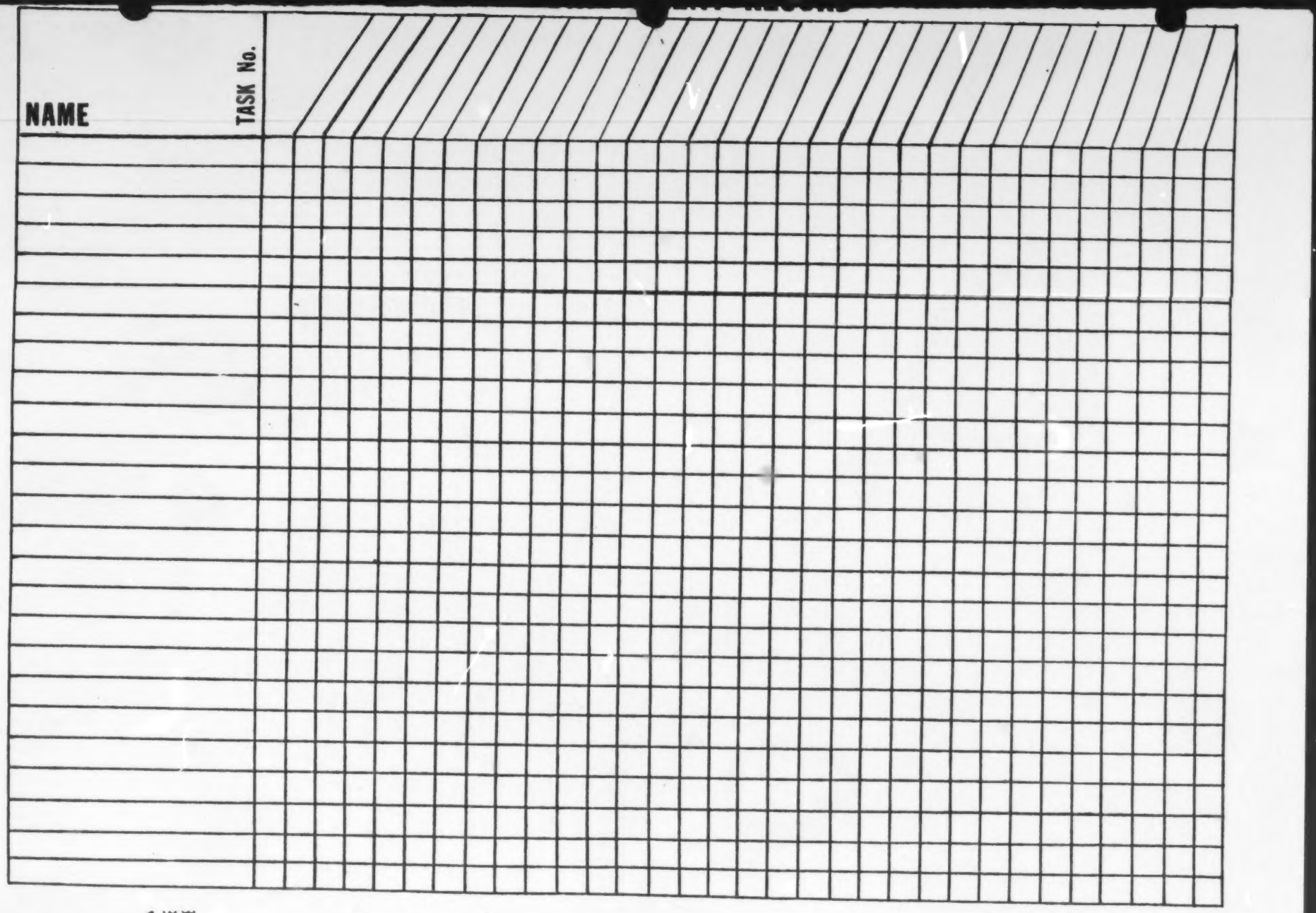
LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
A. USING BASIC FOOD SERVICE PROCEDURES		
1. Display personal hygiene and grooming skills.		
2. Perform work safety.		
3. Operate equipment.		
4. Sharpen knives and other blades.		
5. Learn cooking terms.		
6. Convert recipes to meet production requirements.		
7. Handle foods to prevent food-borne illnesses.		
8. Plan menus.		
9. Cost-out food items.		
B. PERFORMING TASKS OF KITCHEN HELPER		
1. Clean/sanitize all food contact surfaces.		
2. Clean/sanitize any kitchen implement.		
3. Clean/sanitize dishes and implements.		

TASK	LEVEL	DATE
C. PERFORMING TASKS OF STOCK CLERK		
1. Receive supplies.		
2. Issue supplies.		
D. PERFORMING TASKS OF BAKER HELPER		
1. Prepare quick bread.		
2. Prepare yeast dough.		
E. PERFORMING TASKS OF PASTRY HELPER		
1. Prepare cookies.		
2. Prepare pie dough.		
3. Prepare pie fillings.		
4. Prepare finished pies.		
5. Prepare pastries.		
6. Prepare fruit cobblers.		
7. Prepare puddings.		
8. Prepare cakes.		
F. PERFORMING TASKS OF COOK HELPER		
1. Perform cutting operations to cut food items for preparation.		
2. Weigh/measure foods.		
3. Cut fresh produce.		
4. Prepare meats, seafoods, and poultry.		
5. Portion foods.		
6. Bread/batter foods.		
G. PERFORMING TASKS OF PANTRY GOODS MAKER		
1. Prepare salad dressings.		
2. Prepare salads.		
3. Garnish foods.		
4. Prepare gelatin products.		
5. Set-up self-service food lines.		

TASK	LEVEL	DATE
H. PERFORMING TASKS OF SHORT ORDER COOK		
1. Grill food items.		
2. Deep fry food items.		
3. Prepare eggs.		
4. Prepare cold sandwiches.		
I. PERFORMING TASKS OF COOK		
1. Prepare basic stocks.		
2. Prepare soups.		
3. Prepare sauces/gravies.		
4. Roast food items.		
5. Braise food items.		
6. Broil food items.		
7. Saute food items.		
8. Prepare stews.		
9. Poach food items.		
10. Steam food items.		
11. Prepare starchy food items.		
J. PERFORMING TASKS OF DINING ROOM ATTENDANT		
1. Supply the service station.		
2. Set standard meal covers.		
3. Clear the table.		
K. PERFORMING TASKS OF WAITER/WAITRESS		
1. Greet/seat guests.		
2. Write the guest's order.		
3. Carry a loaded tray.		
4. Prepare beverages.		
5. Prepare ice cream items.		
6. Present the guest check.		
7. Handle guest concerns promptly.		

TASK	LEVEL	DATE
L. PERFORMING TASKS OF CASHIER		
1. Operate the cash register/sales terminal.		
M. USING EMPLOYABILITY SKILLS		
1. Investigate employment information.		
2. Identify job requirements.		
3. Acquire wage information.		
4. Identify significant non-wage job characteristics.		
5. Explore employment opportunities.		
6. Analyze career ladder.		
7. Identify personal criteria with information about available alternatives.		
8. Prepare a resume.		
9. Write a letter of application.		
10. Complete a job application.		
11. Demonstrate appropriate dress.		
12. Complete a job interview.		
13. Describe personal criteria.		
14. Demonstrate interpersonal skills.		
15. Identify source of continuing education for an occupation.		
16. Describe job termination procedures.		


NAME
TASK No.